

Outline of H.R. 1 - ESEA Reauthorization 2001

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ESEA Budget Increases

K-12 Student Enrollment 1980-2100

Enrollment Growth of Limited English Proficient Students '90-'91 - '99-'00

OVERVIEW OF THE 2001 REAUTHORIZATION OF ESEA

Throughout our history, education has opened the doors of opportunity for generations of Americans. It has been a long and continuing battle, and it goes on today.

The 2001 ESEA Reauthorization Act will help to fulfill the promise of a better education and greater opportunity for every child in America.

Many of the nation's public schools have fallen short of this great goal in recent years. Many of them are also facing challenges that they have never encountered before. Ninety percent of all American children attend public schools. Enrollment in those schools is at an all-time high of 53 million children. Of these students, 13 million are from poor families. The student population is more diverse than ever. 4.1 million children have limited proficiency in English – an increase of 104 percent in the last 10 years. It is estimated that approximately 2 million more teachers will need to be hired in order to keep up with rising enrollments. We must do all we can to help communities meet these challenges, so that all children will have the opportunity for a good education.

The federal government's investments in education have long concentrated on providing opportunities for individuals and achievements for the nation. We know that education has improved the quality of life for generations of American families. In the years ahead, we must marshal the best of the nation's resources and talent, and make education a continuous top priority on our national agenda. The federal role in education may be narrow in scope, to allow maximum state and local initiative, but the federal government has unique responsibilities as well.

A major goal of this conference report is to reduce, over a 12-year period, the educational achievement gap between disadvantaged students and their more affluent peers, and between minority and non-minority students. Wide gaps between these students have been tolerated too long.

The conference report significantly increases federal education funds for the neediest children. With this bill and the new funding in the appropriations bill, every city in this country will receive an increase of more than 30% in supplemental Title I education funding for disadvantaged children. \$80 million more will be available in aid for Los Angeles in the next school year, \$11 million more for Boston, and \$140 million more for New York City. High-poverty rural areas will have similar percentage increases in the next school year. In addition, the conference report increases funding for Puerto Rico, so that needy children in Puerto Rico will finally receive their fair share of education assistance.

The conference report also ensures accountability for better achievement by all children. Data on student achievement will have to be desegregated by race, disability, limited English proficiency, and poverty so that states, districts and schools are held accountable for all children.

These results will also be reported to parents and the public.

The conference report will also help ensure a qualified teacher in every classroom, and expand opportunities for professional development to strengthen the skills of teachers and educators.

It provides resources to help states continue to reduce class size, particularly in the early grades.

It expands after-school activities, to provide more students with extra opportunities to improve their learning.

It strengthens programs to see that children learn in schools that are safe and drug-free.

It increases accountability and resources for students with limited proficiency in English.

It expands support for early reading, to see that all children read well by the end of the third grade.

It funds new national priorities to help communities address pressing needs through programs such as drop out prevention, advanced placement, school library enhancement, economics education, mental health services for children, and recruitment of teachers and principals.

It provides greater parent involvement, and greater public school choice options for parents.

It authorizes funds for public school construction and charter school construction.

It provides new support and resources for failing schools. Schools that consistently under-perform will be required to give up greater and greater control until they begin to achieve higher levels of performance.

The conference report includes all of these reforms, and it rejects the failed experiments of private school vouchers and block grants to states.

Each of these reforms is long overdue. But the whole truly is greater than the sum of its parts. Taken together, the provisions of this conference report lay a solid foundation for major improvements in every public school in America. The enduring challenge for Congress and the Administration in the years ahead is to do all we can to achieve full potential of these far-reaching reforms.

TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

AUTHORIZATION

\$13.5 billion authorized in 2002; \$16 billion authorized in FY003; \$18.5 billion authorized in FY2004; \$20.5 billion authorized in FY2005; \$22.75 billion authorized in FY2006; \$25 billion authorized in FY2007. (\$8.8 billion appropriated in 2001).

SUMMARY

Title I was established in 1965 to help schools meet the needs of economically and educationally disadvantaged students. As the largest federal elementary and secondary education program, Title I provides \$8.8 billion in funding to 58 percent of all public schools in the nation. Title I partially serves 13.4 million children, or 22 percent of the nation's elementary and secondary school students, and reaches 90 percent of all public school districts. Because of underfunding, however, the program fully serves the equivalent of only 3.5 million children.

The 1994 reauthorization of Title I introduced a framework of standards-based reform for Title I, ensuring that States develop rigorous content and performance standards, and align state assessments to meet those standards. The 1994 reauthorization also required States to implement a statewide system of accountability, requiring States to collect and report data from assessments, develop a process for measuring schools' progress, and take action to turn around failing schools.

The Conferees Agreed to:

- **Improve and Expand Existing State Standards and Assessments.** Title I currently requires all States to develop challenging academic standards in reading and math, and measure the progress of students in relation to those standards at least once in grades 3 through 5; grades 6 through 9; and grades 10 through 12.

In order to achieve greater accountability, the ESEA Conference Report requires States to develop and implement new, annual assessments in reading and math for all students in grades 3-8, by 2005-2006. Assessments will be of high technical quality, valid and reliable, and developed consistent with professional and technical standards. States must include multiple measures of student achievement, and an itemized analysis of test data will be sent to school districts and schools to address the specific needs of students.

Congress guarantees \$2.34 billion over six years for States to cover the development and implementation of new assessments. Funds not used for assessment development will go to assist local educational agencies (LEAs) and States with expanding and improving the quality and fairness of their assessments.

While new assessments are being developed, States will continue reading and math assessments in the three grade spans. States will also develop science standards and assessments at the elementary, middle, and high school levels by 2007.

- **A Fair and Rigorous Standard for Student Progress and Achievement.** Title I currently requires each State to develop annual targets for adequate yearly progress (AYP), designed to enable students to meet academic standards in all schools.

States will establish a starting point for AYP and increase annual targets so that all students reach proficiency in academic subjects within a 12-year timeline. Within that timeline, States must raise their AYP targets at least every three years, and require schools to measure their progress toward targets using annual assessment data. Schools may gauge their progress from year to year using assessment data averaged over three years, to ensure statistical reliability. Under a new “safe haven” rule, schools that make only 10 percent of their progress towards the goal, but show improvement on additional assessments or indicators, will still reach their AYP goals.

- **Provide Resources and Strengthen Accountability for Low-Performing Schools.** The Conference Report requires school districts to identify low-performing schools for improvement after two consecutive years of failing to meet AYP targets, and provides technical assistance to develop and implement a plan for school improvement.

If a school does not meet AYP for 2 consecutive years, the school must implement a 2-year improvement plan that incorporates research-based reforms to improve student achievement, sets aside 15 percent of funds for professional development, and provides public school choice with transportation for all students in the school.

- **Extra Help and Tutoring for Students In Low-Performing Schools.** If a school continues to fail AYP for 3 consecutive years, the school must continue to implement its plan for improvement and public school choice, while providing supplemental services for the lowest performing students in the school.

If a school does not meet AYP for 4 consecutive years, the school must continue activities from previous years, and implement corrective actions such as instituting a new curriculum or replacing some staff. If after 6 consecutive years, a school continues to fail to meet AYP, it must restructure the school by replacing all school staff or reopening as a magnet or charter school.

- **Provide Parents with Tools and Information About Student Achievement.** The ESEA Conference Report will ensure that State, school district, and school report cards provide student achievement data, comparisons of school performance, information on teacher quality, and important data to determine school accountability. Assessment score reports for individual students will provide diagnostic information to parents and school

officials to pinpoint academic strengths and weaknesses, and fully report on individual student achievement.

NATIONAL NEED AND IMPACT

Serving Disadvantaged Students. Student enrollments in the nation's public schools will top a record 53 million this year, and will hold relatively steady over the next five years. As the baby boom begins to retire, and between 2010 and 2020, enrollment in the nation's schools will rise approximately six percent per year, reaching an estimated 94 million in 2020.

For many of these students, Title I meets a critical need, providing instructional services in core academic subjects and support services that promote the overall well-being of students. Title I also provides extended-time academic programs linked to standards-based curricula to increase student achievement.

Despite participation of over 13 million children in Title I programs, only 3.5 million children have been fully served by Title I. Of over 10.3 million low-income, school-age children in America, serving 3.5 million children represents only one-third of all poor children in need of comprehensive supplemental services under Title I. At its authorized funding level in FY 2002, Title I will fully serve 5.4 million needy children.

Assessments in the States. 48 States currently use State assessments in at least reading and math to measure student performance and drive accountability. Current ESEA law requires States to provide assessments for students at least once in the elementary, middle, and high school grades.

The vast majority of States assess students with greater frequency. Most States begin assessing students in 3rd grade, with the exception of seven States that test students in kindergarten, first, or second grade. Thirty-one states assess students in writing, and 34 states assess students in science. Fifteen States currently test students annually in reading and math, in grades 3-8.

States currently spend an average of \$8.4 million on their assessment systems, with states spending as much as \$26.6 million, or as little as \$208,000. The ESEA Conference Report would provide more than \$2 billion over six years for States to enhance the quality of current assessments, and develop new, high-quality tests.

Accountability in the States. The current Title I law requires districts to annually review the progress of each Title I school. Current law requires schools that do not make AYP for two consecutive years to develop or revise a plan for school improvement, and devote – for a two-year period – an equivalent of 10 percent of their Title I budget to professional development.

In 1998-1999, a total of 8,755 (20 percent) of all Title I schools were identified for school

improvement, and 2,759 (21 percent) of school districts were identified for improvement.

In addition to measuring school and school district progress with AYP targets, 33 states also set performance goals for schools or districts and hold them accountable using rewards for meeting or exceeding such targets, or sanctions for not meeting them. Thirteen states use public reporting as their primary accountability mechanism.

MASSACHUSETTS NEED AND IMPACT

Serving Disadvantaged Students in Massachusetts. There are currently 180,130 low-income children in Massachusetts, and 18 percent of all children in Massachusetts live in poverty. Currently, 120,000 low-income students in Massachusetts are underserved by Title I because of inadequate funding. In Massachusetts cities, the problem of undeservedness is particularly acute. The greatest concentration of child poverty is found in Massachusetts cities, with over 31,500 low-income children in Boston (21,000 of which are currently underserved by Title I) and 10,300 low-income children in Worcester (7,000 of which are currently underserved by Title I).

Last year, Title I education aid was made available to 232,000 disadvantaged children in Massachusetts. The funding levels in the ESEA Conference Report would provide for scaling up Title I services to serve approximately 123,000 additional disadvantaged Bay State children next year.

In the 1999-2000 school year, aid for disadvantaged children under Title I went to 980 out of the more than 1900 Massachusetts elementary and secondary schools. Because of insufficient federal funding, however, 624 Massachusetts schools with poverty rates in excess of 30 percent received zero Title I education aid. At the increased funding levels included in the ESEA Conference Report, virtually every one of the 624 high poverty schools could receive Title I assistance.

At the fiscal year 2002 authorized funding level, Massachusetts would see an increase of more than 50 percent in its Title I grant. Boston would see a near 75 percent increase above and beyond its current \$32 million Title I grant.

Massachusetts Assessments. The ESEA Conference Report requires all Massachusetts students to be tested annually in grades 3-8, to provide both parents and educators with valuable information about student performance in relation to academic standards. Final development and implementation of annual assessments in reading and math is required to be completed by 2005-2006.

Massachusetts currently spends \$16 - \$20 million annually in administering the Massachusetts Comprehensive Assessment System (MCAS) tests, and has expanded their program over the past 2 years to include reading assessments in grades 3, 4, 7, 8, and 10; math

assessments in grades 4, 8, 6, and 10; science assessments in grades 5 and 8; and history assessments in grades 5, 8 and 10. Under the ESEA Conference Report, Massachusetts would receive over \$30 million over the next 4 years to develop the 5 additional tests necessary to fulfill federal requirements, adding reading tests in grades 5 and 6, and math tests in grades 3, 5, and 7 to the MCAS portfolio.

Assessment funds in Massachusetts may also be used to ensure the overall quality of the MCAS assessment system, supporting efforts to collaborate with institutions of higher education and experts on curriculum and testing, and supporting quality controls to increase the validity and reliability of the test design. The assessment grant would assist in aligning new assessments with the Massachusetts standards, and would make possible the development of multiple formats and measures of achievement.

Massachusetts Accountability. The ESEA Conference Report will strengthen accountability for low performing schools. Last year and based on results of the MCAS test, Massachusetts identified a total of 329 failing schools, 265 of which have low-income student populations that receive Title I assistance. At its authorized fiscal year 2002 funding level, Massachusetts would receive approximately \$90 million more under Title I to help turn around these struggling schools.

EXEMPLARY PROGRAMS

Edward Everett Elementary School, located in **Dorchester, Massachusetts**, is a diverse school of 345 students. Approximately 82 percent of the student population receives a free or reduced price lunch (FRPL) and 34 percent are limited English proficient.

Last year marked the school's fourth consecutive year of improvement on the 4th grade Massachusetts Comprehensive Assessment. In 2000, 90 percent of Everett's students passed the English Language Arts portion of the assessment and 67 percent passed the Math portion -- an improvement from 1998, when nearly half of the school failed the Massachusetts math assessment.

Principal Kathleen Flannery credits much of the schools success to additional staff, funding, and reduced class sizes. In grade 3, Everett has added increased instructional time, a literacy specialist, additional professional development, additional instructional materials, and after school assistance for at-risk students. Two full-time reading recovery teachers have assisted first grade teachers and fourth and fifth grades have full time literacy specialists. The school also runs before-school and after-school programs and has expanded its library substantially in recent years with the help of private donations.

Staff of the **Burgess Elementary School** in **Atlanta, Georgia** set out to deliberately address low performance in their school, where only 29 percent of students were at or above the norm in reading on the Iowa Test of Basic Skills, and only 34 percent of students were at or

above the norm in math in 1995. Within three years of instituting new reforms and professional development for teachers, Burgess showed school-wide improvement as the number of students performing at or above the norm in the Iowa Test of Basic Skills increased from 29 percent to 64 percent in reading, and from 34 percent to 72 percent in math.

Burgess developed a strategy to improve parental involvement and learning through staff development on working with parents in the classroom. They implemented Saturday school programs for parents and students that were so successful that 10-15 parents on average now volunteer daily at the school, and attendance at PTA meetings has increased to over 100 parents.

The **Everett School District in Massachusetts** serves as a model for using Title I funds to promote accountability and high standards at all levels. Superintendent Fred Foresteire places a priority on communicating school improvement plans, curriculum strategies, and the need for high expectations. Consistent professional development is provided to all administrators and teachers, and large class sizes in elementary schools have been reduced to 16-20 students per classroom to allow teachers more time to understand the impact of their teaching and interpret their students assessment results. Over the past eight years, 77 percent of all new education dollars in Everett have supported the hiring of new teachers.

The Devens and Lewis Schools in Everett have worked with the school district to develop block scheduling to offer between 45 and 90 minutes of common planning time for all teachers. Devens and Lewis have restructured instruction to provide 45-minute classes for small groups of students that need extra tutoring to prepare for the Massachusetts Comprehensive Assessment, and the Devens school matches students to subject-specific after school classes, based on their specific academic needs.

The **Pinellas County School District in Florida** recently adopted a commitment in to improve student performance in the Skyview and Azalea elementary schools. In 1994, the Pinellas School District adopted the "Baldrige Model of Learning," and concentrated their resources on intensive professional development for teachers, and alignment of school-wide standards to the model. By instituting programs to help teachers and students' track academic progress, students in both schools were taught how to understand and track their academic progress from grade to grade, increasing student motivation. Teaching and learning goals are made clear for all, providing students access to academic progress and the tracking of grades in classrooms. Action plans are developed for each parent to facilitate their involvement in their child's academic progress. Six long-term sessions of teacher training (4-6 weeks each), focus on increasing the skills of teachers to teach reading and writing.

Since the Azalea and Skyview Schools instituted their reforms in 1994 and 1995, assessment scores in writing, reading, and mathematics have risen significantly. The Azalea School now performs at or above state standards, and has recently received the "Sterling Award," the highest recognition given to a school from the governor of Florida.

TITLE I - FORMULA

There are four separate Title I formulas: the Basic Grant Formula, the Concentration Grant Formula, the Targeted Grant Formula, and the Education Finance Incentive Grant Formula (a.k.a. the “Effort and Equity” program). Under current law, a special provision in all four formulas treats Puerto Rico as three-quarters of a state for Title I fund distribution purposes and ensures that small states receive at least 1/4 of 1 percent of total funding.

SUMMARY

The Conference Agreement makes a series of changes to all four formulas, the cumulative result of which is to substantially increase targeting of “new money” above fiscal year 2001 levels on the highest poverty districts. The Conference Agreement:

- **Targets Additional Title I Funding Above Fiscal Year 2001 Levels.** All new Title I funding is to be distributed under either the Targeted Grant Formula or Education Finance Incentive Grant Formula. Historically, Title I funds have been distributed under the Basic and Concentration Grant Formulas. But 90 percent of all school districts receive Basic Grant funds and 66 percent of districts receive Concentration grant funds. The Conference Agreement provides that all new Title I funds be distributed under the Targeted Formula or Education Finance Incentive Grant Formula, which weigh a district’s number of poor children based on a community’s overall poverty level. The new money formulas provide more in per pupil aid to districts with the highest poverty levels.
- **Institutes 100 percent Equity for Puerto Rico.** The Conference Agreement phases-in 100 percent equity for Puerto Rico so that poor children residing on the Island are treated the same as children residing in States for the purposes of Title I fund distribution. For each given year, the Puerto Rico phase-in provision takes effect only if Title I’s overall funding figure grows by a sufficient amount so as to assure that no state experiences a reduction in funds from its prior year level simply because of the Puerto Rico phased-in increase. Puerto Rico has a Census child poverty rate of 66 percent. The highest state poverty rate is Mississippi’s at 28.3 percent.
- **Modifies the Education Finance Formula.** The Education Finance Incentive Grant Formula, which rewards states that promote equity and effort on behalf of poor children in their own school finance systems, is modified to further target funds to high poverty states and high poverty districts. In relatively unequalized, poor school finance states, Education Finance Incentive Grant funds are “doubly targeted” on the poorest school districts. As states improve their school finance systems, they attract more federal dollars, and within state, targeting of federal funds is eased.
- **Increases Small State Minimum.** The Conference Agreement increases the small state

minimum on new Title I funding to .35 percent. In Fiscal Year 2002, the increased small state minimum provides seven states with an average increase in Title I funding of approximately \$1 million to carry out meet new federal program expectations.

READING FIRST

AUTHORIZATION

\$900 million authorized for FY2002 and such sums for the succeeding 5 years. (\$286 million appropriated in FY2001).

SUMMARY

The Reading First program supports initiatives that provide assistance to states and local school districts to improve K-3 reading education, and help teachers get the professional development they need to ensure that all children read well by the end of third grade. The Conference Agreement:

- **Maintains Current Expert Reading Panels.** The Reading First program maintains the national panel of experts that reviews all state applications, as well as the state reading partnerships of experts that ensure high quality state and local reading programs.
- **Expands the Program to All States and Increases Targeting.** Currently, states compete for Reading Excellence Act funds. To date, 27 states have received funding. The Reading First program expands the Reading Excellence Act to all states, changing the program from a competitive federal-to-state grant program to a formula federal-to-state program. The federal-to-state formula is based on the number of poor children in the state.

Once funds are distributed to the state level, the program will be dispensed to LEAs on a competitive basis. However, the new program directs states to better target funds to the neediest districts. To ensure that the neediest districts get their fair share of funds, state educational agencies must allocate to each district at least the same share of funds they receive under Title I dollars. In addition, in awarding grants, state educational agencies shall give priority to school districts with a poverty rate of 15 percent or higher, or with at least 6,500 poor children.

- **Continues Focus on Scientifically-Based Reading Research.** All state and local activities funded under this program must be grounded in scientifically-based reading research that supports the full range of reading needs of children: the skills and knowledge to understand how phonemes, or speech sounds, are connected to print; the ability to decode unfamiliar words; the ability to read fluently; sufficient background information and vocabulary to foster reading comprehension; the development of appropriate active strategies to construct meaning from print; and the development and maintenance of a motivation to read.
- **Continues Specific Uses of Funds.** Reading First funds must be used for:

- purchasing, implementing, or developing: screening, diagnostic reading, and other classroom-based instructional assessments;
- professional development for teachers to improve reading instruction;
- classroom, reading, and library materials; and
- data collection on how well children progress in reading and the effectiveness of local reading programs.

Reading First funds may also be used to train reading tutors, provide family literacy services, and assist parents to support their children's reading development.

- **Rewards Successful High-Need Districts.** High-need local districts that improve their reading achievement for two consecutive years will be eligible for additional competitive grants beginning in FY2004. Funds for this competitive program will be reserved from funds appropriated in FY2004 above the FY2003 level. Funds will be capped at 10 percent above the FY2004 level or \$90 million, whichever is less.

NATIONAL NEED AND IMPACT

There is abundant evidence that American schoolchildren are graduating high school with inadequate reading skills for post-secondary education and the workplace. Reading First and other literacy programs in ESEA aim to combat this trend by strengthening early childhood and K-3 reading programs. Research of the past twenty years shows that developing strong reading skills must begin early in a child's life. Students who read poorly in first and second grade tend to remain poor readers throughout their education. Children with weak literacy skills are also at a greater risk for school failure and limited employment opportunities.

Reading First's particular focus on K-3 children responds to results on the National Assessment of Educational Progress (NAEP), which show reading scores for 4th graders have remained consistently low since the early 1990s. In 1994, 70 percent of 4th graders were below proficiency.

In addition to these results, the NAEP revealed significant racial disparities among readers. One third of white 4th graders were reading at the proficient level in 2000, compared to one-tenth of black 4th graders and 13 percent of Hispanic 4th graders.

In 2001, 1.1 million children benefitted from the Reading Excellence Act. The FY2002 authorization increases funding by \$614 million, and will triple the number of children reached.

MASSACHUSETTS NEED AND IMPACT

Since 1998, Massachusetts reading scores of 4th graders have remained stagnant.

The Reading Excellence Act appropriated \$18.3 million in 1999 for three years to help

Massachusetts improve reading achievement. Children in 29 school districts and 82 elementary schools have benefitted from this three-year grant. Funds have enabled school districts to implement effective reading programs and establish successful tutoring programs. Under the Reading First Program, Massachusetts will receive \$15 million next year to expand and strengthen its reading programs.

EXEMPLARY PROGRAMS

Medford Public Schools in Massachusetts received a \$300,000 Reading Excellence Act grant totaling \$300,000 in FY2000. The three-year grant enabled four schools in the district to implement a balanced literacy program in every kindergarten through third grade classroom. To assist in the implementation process, a Literacy Specialist was hired in every school to teach kindergarten and third grade teachers effective ways to develop and assess reading skills.

Testing conducted over the 2000-2001 school year concluded that students made significant academic progress in reading. Students in kindergarten through third grade level were administered a pre-test in September and a post-test in May. Progress was seen in the areas of fluency, phonological awareness, decoding skills, and comprehension.

The **Snug Harbor Elementary School in Quincy, Massachusetts** received \$250,000 under the Reading Excellence Act. Since September 2000, the grant has helped almost 400 children in kindergarten through third grade improve reading skills. Since new reading strategies have been implemented in the classroom, children are reading authentic literature, and more students are reading at grade level. This year is the first time teachers were able to report that their kindergarten children had begun reading so early in the year.

The **Thomas Rodman School in New Bedford, Massachusetts** received \$78,000 through the Reading Excellence Act Grant. The funding has helped the school hire a teacher that works with struggling first grade readers. The children who have received this extra help have surpassed their classmates in reading success. The school is also showing significant progress on their Stanford Achievement test results in reading.

The **Harrington School in Lynn, Massachusetts** has also reaped many benefits from Reading Excellence Act funds. The Harrington School has a diverse student population. For 72 percent of the children, English is not their first language. Through this funding, an integrated reading program has been established in every kindergarten through third grade class. Phonemic awareness, fluency, vocabulary, comprehension and decoding skills are developed through the integrated program. In September 2001, classroom teachers reported higher reading skills as well as increased student interest in literacy.

EARLY READING FIRST

AUTHORIZATION

\$75 million authorized in FY2002, such sums for the succeeding 5 years. (No current FY2001 appropriation).

SUMMARY

The Conference Agreement authorizes a new program, Early Reading First, which complements the Reading First initiative. Early Reading First supports effective approaches for improving the early language and pre-literacy skills of preschool-age children. Competitive grants are awarded to school districts, public and private organizations acting on behalf of one or more programs that service preschool-age children, or consortia of such organizations, for up to five years.

NATIONAL NEED AND IMPACT

There are approximately 13 million children ages 0-5 in a childcare or pre-school program in the United States. An estimated 100 programs will be funded by Early Reading First in FY2002, reaching 30,000 pre-school children across the country.

The Early Reading First program is based on research findings that pre-literacy skills begin developing as early as age 3, and targeting instruction to this age group can help prevent reading failure later in life. The quality of the child care program is also a factor in reading ability. In a study by the National Institute of Child Health and Human Development, children enrolled in a quality day care program for more than 10 hours a week surpassed their peers on cognitive, language, and school-readiness tests.

Early Reading First will support quality programs such as these to help young children enter kindergarten with a foundation for acquiring literacy.

MASSACHUSETTS NEED AND IMPACT

There are almost 400,000 children ages 0-5 in Massachusetts. In 2000, 12,250 low-income children, mainly ages 0-5, received literacy training through Head Start. Early Reading First will increase the number of children receiving early reading assistance by expanding the opportunity of reading programs for pre-K children in Massachusetts.

EXEMPLARY PROGRAMS

The **Stern Center for Language and Learning in Vermont** recognizes the importance of beginning literacy training in the early years. Through their program, *Building*

Blocks for Literacy, they have been helping children ages 3-6 become successful readers since 1996. The program, designed by Dr. Blanche Podhajski, provides an intensive, two-day training course for day care providers on early literacy concepts, based on the latest findings about young children and early childhood education. Daycare professionals and educators continue to receive support after the workshop, with monthly visits from a Stern Center mentor. A recent study by Stern Center researcher Dr. Jane Nathan investigated the effectiveness of the Building Blocks program. Using a pre- and post-test screening of pre-literacy skills, the results showed that compared to a group of peers who did not participate in the program, those enrolled had significantly greater increases in pre-literacy skills over a six month period. Thirty-five percent of the Building Blocks children who scored in an "at risk" category during the pretest, scored above this critical cutoff in the post-test. This compares with only 8 percent of their nonparticipating peers.

The **Roxanne Johnson Upper Cape Family Network** in the **Falmouth, Massachusetts** school district serves 400 families providing programs such as drop-in library story hours for all members of the community, playgroups, parenting classes, and a home visiting program. In the play groups, the parents and children are both involved in early literacy activities so that parents learn to work with their children on reading. The program has been in place for two years and has seen substantial growth over this time. The children are showing gains on reading assessments, and through word of mouth, the program has expanded from providing six playgroups to 25 playgroups.

EVEN START

AUTHORIZATION

\$260 million authorized in FY2002 and such sums for the succeeding 5 years. (\$250 million appropriated in FY2001).

SUMMARY

The Even Start program provides educational opportunities to low-income families by integrating early childhood, adult basic education, and parenting education into a unified family literacy program. The Secretary awards grants to states through a formula allocation. The state then distributes the funds to school districts that form partnerships with community-based organizations, institutions of higher education, or other nonprofit organizations to meet the literacy needs of the neediest families with young children. The Conference Agreement makes technical and conforming amendments to the existing Even Start program and extends its authorization for 6 years.

NATIONAL NEED AND IMPACT

Forty percent of the country's adult population is believed to have a literacy level that is insufficient to function independently in society, which has implications for the nation's schoolchildren. One of the strongest predictors of high school graduation is the parents' levels of educational attainment. Supporting family literacy is therefore a critical element to ensure children meet high academic standards. In FY2001, \$250 million funded over 1,400 projects nationwide helping over 38,000 low-income families improve their literacy skills.

MASSACHUSETTS NEED AND IMPACT

There are over 250,000 low-income children living in Massachusetts. The Even Start Program enhances the literacy of these children and supports their achievements through strengthening their parents' reading skills as well. In FY2001, there were 21 Even Start projects in Massachusetts serving 525 families.

EXEMPLARY PROGRAMS

The Even Start program in **Rockingham, North Carolina** serves the poorest community in the county and is helping those community members improve their quality of life. Three- and four-year olds in the program experience 20-25 months of progress in language after completing 10 months of instruction. Accomplishments of Even Start include parents going on to acquire better jobs. The director, Ann McNeely, notices that parents are also more involved in their child's education. They are participating more often in PTA meetings and parent-teacher conferences.

In **Danbury, Connecticut**, parents in the program went from reading once or twice a week, to reading every day to their children. In addition, a survey of the parents at the end of the program revealed that they had increased their parenting skills. Gains were not limited to the parents. Over half of the students in Even Start had improved their performance in math and reading on the state achievement test.

In **Lynn, Massachusetts** Even Start families are making gains in literacy, employment, and parenting skills. Eighty-seven percent of the participating children have not missed more than five days of school this year. More than half of the children taking the state standardized test passed. Parents have made gains as well. Since participating in Even Start, six out of the 16 parents (37 percent) have entered a program of higher education. Eighty-seven percent of families found new employment or higher paying employment earning as much as \$16 an hour with benefits. Two parents were able to get off welfare assistance completely. Eighty-seven percent of the families cite they are helping with their children's homework.

IMPROVING LITERACY THROUGH SCHOOL LIBRARIES

AUTHORIZATION

\$250 million authorized in FY2002. (No current FY2001 appropriation).

SUMMARY

Federal funding would help school libraries purchase urgently needed up-to-date books and other reading materials to support the scientifically-based reading programs authorized by the Reading First initiative that are an integral part of the national effort to improve reading scores for all children. The Conference Agreement:

- **Gives flexibility to districts and schools to use funding to meet local school library needs.** Allowable use of funds include purchasing up-to-date books, reading materials, and technology to support research-based reading programs, and ensuring school library media specialists are included in reading instruction training.
- **Targets funding to children in the highest poverty, highest need schools.**

NATIONAL NEED AND IMPACT

Research has consistently found that libraries bolster learning. A school library supplements what is taught in the classroom and promotes better reading, research, and library use skills. Libraries also foster independent learning, which allows students to achieve throughout their educational careers and lives. The enjoyment of reading and reading often set the foundation for attaining good grammar, writing, and reading comprehension abilities.

Studies released in spring 2000 by the Colorado State Library's Research Service and the University of Denver's Library and Information Services Department concluded that a strong library media program — consisting of a well-stocked school library and staffed by a trained school library media specialist — helps students learn more and score higher on standardized achievement tests than their peers in library-impooverished schools. These findings hold true for every school and in every grade level tested (regardless of social and economic factors in the community), in the very dissimilar states of Colorado, Pennsylvania, and Alaska. Other research has found that the high-achieving students tend to come from schools with strong libraries and library programs.

According to the American Library Association, as of January 2001, there were 77,218 public school libraries in the United States. However, they are grossly inadequate to support schoolchildren's learning. Library spending per student today is a small fraction of the cost of a new book. While the average school library book costs \$16, the average spending per student for books is approximately \$6.75 in elementary schools, \$7.30 in middle schools, and \$6.25 in high

schools. Consequently, many schools cannot remove outdated books from their shelves because there is no money to replace them. The average age of some science books in many schools is over twenty years. Students are denied information on crucial scientific developments, including the Internet, advances in DNA research, and progress in spaceflight. Historical and geographical materials still reflect a world that includes the Soviet Union, Apartheid in South Africa, and Native Americans as stereotypical Indians.

Libraries are lacking a second crucial resource, the school library media specialist. These professionals are at the heart of guiding students in their work, providing research training, maintaining and developing collections, and ensuring that a library fulfills its potential. In addition, they have the skills to instruct students in the use of the broad variety of advanced technological education resources now available. Unfortunately, only 68 percent of schools have state certified library media specialists, according to Department of Education figures, and on average, there is only one specialist for every 591 students. This shortage means that many school libraries are staffed by volunteers and are open only a few days a week. In addition, the absence of media specialists results in book collections that are poorly managed, staff who cannot properly aid students in their research, a greater potential for lost books, and a lack of a plan for library development.

MASSACHUSETTS NEED AND IMPACT

A recent study found that students in schools with libraries were more likely to score higher on the Massachusetts state standardized test than students without a school library. This finding held true for every grade level. Currently, Massachusetts spends \$12 per child for books, and approximately 87 percent of the state's schools have libraries. School library funding will help equip all schools in Massachusetts with a library and update existing collections.

EDUCATION OF MIGRANT CHILDREN

AUTHORIZATION

\$410 million authorized in FY2002 and such sums for succeeding years. (\$380 million appropriated in FY2001.)

SUMMARY

The Migrant Education Program was created in 1966 to help migrant children overcome barriers to their academic success. The program provides a dedicated stream of funding that allows schools to ensure academic continuity as migrant children travel from school to school, and state to state. The Conference Agreement:

- **Ensures Equitable Allocation of Funds.** Funds are currently allocated to states based on the actual number of migrant students residing in each state *and* the “full-time equivalent” (FTE) count of migrant students in each state. The FTE count is derived from 1994 data, and is used because there has not been an exact count of migrant students since that time.

The Conference Agreement eliminates the FTE count (with a hold-harmless at 2001 funding levels), and allocates funds after FY2003 under a new formula, one that is based on the number of migrant students actually enrolled in academic year and summer programs. With this change, Massachusetts will receive 3 percent more than it would under the current formula.

- **Improves the Transfer of Migrant Student Records.** The 1994 reauthorization of ESEA eliminated the use of one standard system for the exchange and transfer of migrant student records, providing states with the flexibility to design and implement systems based on their individual needs. Current law requires the Secretary to assist states in developing effective methods for exchanging migrant student records, but many children still suffer from discrepancies and interruptions in their education due to the lack of coordination between existing systems of migrant student records transfer.

The Conference Agreement requires the Secretary to electronically link existing systems used by the states so that migrant student records can be shared by all states, thereby improving services for migrant students.

- **Targets Services To Migrant Students.** The Conference Agreement maintains and strengthens state comprehensive plans. More importantly, states are required to meet the special education needs of migrant children *before* using funds to support Title I school-wide programs.

NATIONAL NEED AND IMPACT

High rates of poverty, mobility, limited English proficiency, and health problems impact the range of academic opportunity afforded to migrant students. According to the National Association of Migrant Education, no state is putting dedicated money to fund programs specifically targeted for the education of migrant students. Migrant children have a high incidence of mobility and often reside in more than one school district for short periods of time. Furthermore, school districts view migrant children as non-resident children and, as such, not the school district's responsibility. The regular 180 day schedule of most schools (with varying course schedules, testing periods, and classroom organization) does not easily accommodate the schedule of migrant students who attend schools for a limited period of time at the start or close of the regular school year.

The consequences of these obstacles are daunting. Because the academic records of secondary migrant students are often fragmented or misplaced, migrant students see their hopes of graduating diminish. This populations's high school drop out rate is among the highest in the nation. An estimated 45 to 65 percent of migrant students do not complete high school, and almost 40 percent are one or more years behind grade level. Over 40 percent of migrant students lack English proficiency.

Without the Migrant Education Program, there are few incentives for schools to implement effective means of improving continuity of instruction as migrant children move from school district to school district, and from state to state. Absent the Migrant Education Program's targeting requirements, states and school districts have little incentive to find and give priority to precisely those students who need help the most -- migrant children who by definition are hard to identify and serve.

Federal funding in FY2001 of \$380 million served approximately 760,000 children of the nation's estimated 800,000 migrant students.

MASSACHUSETTS NEED AND IMPACT

There were over 3,000 migrant children living in Massachusetts last year. In FY2001 the state was granted \$2.7 million to meet the education needs of migrant children and their families. Approximately 1,400 students were served.

EXEMPLARY PROGRAMS

Cambridge, Massachusetts: After his father died, Joel Torres' mother decided to take her children out of school in the spring each year to travel to Michigan to cut asparagus. Joel felt like he was always trying to catch up or get ahead in school so he could leave school in April. He struggled through junior high and high school as he worked with his family and tried to keep pace with his studies. However, Mrs. Torres encouraged her children to continue their studies in migrant summer programs. Her determination to see her children succeed and Joel's love of mathematics led to his graduation in 1998 as valedictorian in a class of 615. As a freshman at the

Massachusetts Institute of Technology, Joel worked part-time to realize his dream of becoming a mechanical engineer. In 1998, he was awarded the first Migrant Baccalaureate Scholarship. Joel says, "I always saw that being a migrant student was a drawback. But, I've come to realize that the discipline and work ethic that I practice in my education is because of waking up in the early hours of the morning and working until sunset."

Green Forest, Arkansas: Pepe Raygoza received his high school diploma on May of 2000. He was the first from his large family to graduate from high school. Pepe is a migrant student who fell further behind as his schooling progressed. He had problems with the police and was headed for a troubled future with little hope of success. Despite this, migrant educators asked local school administrators to allow him to stay in school even though, at 21, he was older than his classmates. Last year, the migrant program sent him to the Leadership Academy in Missouri, where he emerged as a charismatic individual who could take responsibility and lead others in a positive manner. As a result, the Academy director asked Pepe to return after graduation. Pepe says that the migrant program never gave up on him. One of his teachers says that Pepe has conquered a system that was ready to consign him to uneducated oblivion.

PREVENTION AND INTERVENTION PROGRAMS FOR YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK OF DROPPING OUT

AUTHORIZATION

\$50 million authorized in FY2002 and such sums for the succeeding 5 years. (\$46 million appropriated in FY2001).

SUMMARY

The Neglected or Delinquent Youth Program supports state educational agencies that serve neglected and delinquent youth under age 21 in state-run institutions. The institution must aim for the same the academic standards of achievement used for all children in the state. The Conference Agreement:

- **Focuses the Program on Neglected, Delinquent, or At-Risk Youth.** The agreement names “at-risk” youth as the population to be targeted under this program.
- **Targets Additional Funds to Puerto Rico.** Puerto Rico will now receive a minimum amount, contingent upon all states receiving the same amount as they did in the previous fiscal year.
- **Ensures that Funds are not Supplanted.** Program funds can supplement, but not supplant, state and local resources.

NATIONAL NEED AND IMPACT

The most recent figures indicate there are over 92,000 juveniles under age 18 in public or private detentional, correctional, or shelter facilities in the nation. Of these, a disproportionate percentage are minority youth. In 1997, although minorities comprised just 34 percent of the country’s adolescent population, they represented over 67 percent of youths committed to public facilities. The Neglected and Delinquent Youth Program therefore goes beyond simply providing educational opportunity to young people. The program plays a role in combating racial inequalities in educational attainment.

Education programs for juvenile offenders have long-term benefits not only for the individual, but for society at large. Research has found that schooling delinquent youth reduces the chance they will be repeat offenders. This is significant, considering that the cost of a single delinquent career, after totaling the cost to victims, police, courts, and corrections, has been estimated to be \$1 to \$1.3 million.

Neglected and abused children, also served under this program, comprise an estimated 900,000 of the children in this country. In FY2001, the Neglected and Delinquent Youth

Program served approximately 200,000 of these children, with some 400 institutions providing the services.

MASSACHUSETTS NEED AND IMPACT

There are approximately 3,000 juveniles involved in the corrections system in Massachusetts on any given day. In the Department of Youth Services (DYS), which serves offenders aged 18 and under, there are 1,800 juveniles.

DYS operates 51 schools with a total student population exceeding 1,500 students, and federal funds in FY2001 were sufficient to support 12 of the 51 schools, or 332 students. The Massachusetts Department of Corrections, which handles delinquents over 18, schooled 100 students last year with Neglected and Delinquent funds. In end-of-the-year tests given in June, 2001 to students in the Department of Youth Services, there was an average gain of 10 points in reading and 9 points in math on state tests.

According to the U.S. Department of Health and Human Services, there are almost 18,000 reported and substantiated cases of child abuse or neglect in Massachusetts. Last year, Neglected and Delinquent Youth funds served 1,150 neglected children in community day facilities.

EXEMPLARY PROGRAMS

The **Son Village** residential treatment center collaborates with **Sandy High School** in **Sandy, Oregon** to help juvenile offenders achieve academic and personal success. For each of the past seven years, 65 percent of the participants in the Son Village-Sandy High School partnership have finished the program and gone on to graduate. This figure greatly exceeds the national success rate of 35 percent. Son Village has used federal funds to hire a full-time coordinator for its Neglected and Delinquent Youth Program participants. As a result, students receive close contact with a supervisory adult role model both in the treatment center and at school. The individual attention has produced appreciable outcomes. Last year, one resident of Son Village was chosen as student of the year of Sandy High School. Other participants have won academic distinctions such as the social studies award, given to the student with the highest grade in the subject in school.

In **Massachusetts**, the correctional facilities of **MCI Framingham**, **NCCI Gardner**, **MCI Norfolk** and **Old Colony Correctional** are able to increase educational attainment for many of their students. At the end of the school year, of the students that were tested, there was an average 1.75 grade level gain in reading and a 1.54 grade level gain in math. Over 80 percent of the students had met their learning objectives in math or reading. Three-quarters of the total student population has elected to extend their education by enrolling in such classes as English as a Second Language or GED classes.

NATIONAL ASSESSMENT OF TITLE I

AUTHORIZATION

Such sums authorized for 6 years.

SUMMARY

The Conference Agreement updates the National Assessment of Title I to reflect the reforms in ESEA. It directs the National Assessment to include issues about the implementation and impact of new testing requirements, new adequate yearly progress requirements, and new requirements on failing schools. It requires an interim report in 3 years after date of enactment, and a final report after five years.

The Conference Agreement also updates the National Longitudinal Study to reflect the new reforms. The Title I Independent Review Panel will be included in the law and will include education practitioners and experts to ensure that the Department of Education studies of Title I are fair and peer-reviewed.

COMPREHENSIVE SCHOOL REFORM

AUTHORIZATION

Authorizes “such sums” for 6 years beginning in FY2002. (\$210 million appropriated in FY2001).

SUMMARY

Comprehensive School Reform (CSR) is a reform strategy that relies on a combination of methods to improve school quality and performance. CSR focuses on redesigning and integrating all aspects of a school --- curriculum, instruction, assessment, teacher training and professional development, school governance and management, parent and community involvement --- in a coordinated fashion.

In 1997, Congress approved the Comprehensive School Reform Development Program (CSRDP), known as the Cobey-Porter legislation. It provides additional resources to Title I schools that are willing to implement cutting-edge whole schools reform. Since 1998, the Comprehensive School Reform program has supported whole school reform efforts in Title I schools.

The Conferees strengthened the program and made it more effective. The Conference Agreement:

- **Increases the Focus on Effective Practices.** The agreement specifies that funding will support “effective practices.”
- **Sets a Priority for Quality and Need.** State educational agencies would be required to give priority for funding to school districts that have both great need and quality. A district in need is defined as having schools in school improvement under Title I (“failing” schools).
- **Requires an Annual Evaluation of Programs Funded in Each State.**

NATIONAL NEED AND IMPACT

Over 100,000 schools are classified as failing schools across the country. A RAND study estimates that the average cost of a comprehensive reform effort in the 1996-97 school year was \$162,000 per school in the first year of implementation.

FY2002 funds are expected to support 2,500 new school reform projects nationwide. Since the program began in 1998, over one million students have benefitted from a CSRDP program.

MASSACHUSETTS NEED AND IMPACT

Massachusetts received \$2.6 million and served 51 schools in FY2001. Funding from the CSRD grant will help 69 Massachusetts schools turn around this year.

EXEMPLARY PROGRAMS

This program has helped schools like the **James Russell Lowell School in Watertown, Massachusetts**. Funds have been focused to improve three areas: differentiated instruction; student learning and behavior; and parental participation. In partnership with Temple University, teachers have documented their students' different learning styles. They have then used this information to tailor their instruction to each student's way of learning. The school has also increased parental outreach and participation. Parents are volunteering in greater numbers and are involved in school decision making. The parenting skills program has been expanded. Principal Stephen Gould believes these positive changes to the school community would not have been possible without the grant. He writes, "[Comprehensive School Reform] has improved the quality of instruction and provides learning environments that help improve the learning of all students in our school...the...program stimulates and encourages students to become active, independent, self-directed learners."

South Carolina's network of 24 Accelerated Schools have shown increase in student achievement. In a January, 1998 report to the state legislature, the Center for Excellence in Accelerated Learning found that on the Metropolitan Achievement Test from 1996 to 1997, 73 percent of second-grade classes increased their reading scores and 55 percent increased their math scores; 71 percent of 3rd grade classes increased their reading scores and 86 percent increased their math scores. In addition, 90 percent of the schools indicated that the number of students receiving special education services decreased or stayed the same, and 41 percent of the schools reported a decrease in the number of students retained in grade since their involvement in the Accelerated Schools project.

ADVANCED PLACEMENT

AUTHORIZATION

Such sums for 6 years. (\$22 million appropriated in FY2001).

SUMMARY

The Conference Report expands the Advanced Placement Incentive Program that provides grants to states to enable them to pay advanced placement test fees on behalf of eligible low-income individuals and to undertake activities designed to increase the participation of low-income students in advanced placement courses and tests.

NATIONAL NEED AND IMPACT

Far too many students are not being provided sufficient academic preparation in secondary school, which results in limited employment opportunities, college dropout rates of over 25 percent for the first year of college, and remediation for almost one-third of incoming college freshmen. There is a growing consensus that raising academic standards, establishing high academic expectations, and showing concrete results are at the core of improving public education. Advanced placement programs can play a role by offering challenging curriculum to students and focusing them on attaining post-secondary education.

The opportunity to achieve at high levels, however, is not made available to a number of students. In the 2000-2001 school year, more than 1/3 (38 percent) of the nation's high schools did not offer AP courses. The College Board's AP division estimates that fewer than 1 in 20 low-income high school students (juniors and seniors) participate in AP, as compared nationwide with 1 out of 6 juniors and seniors. With better access to AP, an estimated 3 to 3.5 times more low-income students, or approximately 200,000 students, could potentially participate.

In FY2001, almost 63,000 students took 102,936 AP exams with fees paid by both APIP funds and College Board reductions.

MASSACHUSETTS NEED AND IMPACT

In FY2001, Massachusetts received \$103,483 in discretionary funds to expand the number of students taking AP classes and teachers trained to teach AP. The state received more than \$73,000 in test fee reduction funds so that exam fees were affordable to students.

Nine hundred and twenty Massachusetts students benefitted, and they took 1,574 AP Exams with fees paid by both APIP funds and College Board fee reductions.

EXEMPLARY PROGRAMS

Last school year, **Texas** piloted an AP Spanish program for middle school students. Under this program, eighth-grade native Spanish language speakers were taught college-level Spanish. Many of the students are first-generation, low-income Americans whom many thought could not perform academically at the college level. Ninety percent of the students scored a three or higher (on a five-point scale) on the AP exam. The participants showed a corresponding increase in their grades in other subjects as well, and their discipline problems declined.

In the 2000-2001 school year, the **University of Little Rock at Arkansas**, under the direction of Ms. Tommie Sue Anthony, received an AP grant to increase the number of teachers of color from the Delta Region (AR, LA, MS) qualified to teach AP courses and to increase the number of students of color who take AP courses. After one year, Ms. Anthony had recruited 26 new teachers of color to become AP instructors. Part of the program includes providing a veteran AP teacher (most often not a teacher of color) as a mentor to each new AP teacher. According to State Representative Joyce Elliott, who is an AP teacher with 26 years experience in the Arkansas school system, this is a tremendous leap forward, dramatically increasing the state's pool of AP teachers of color.

DROP OUT PREVENTION

AUTHORIZATION

\$125 million authorized in FY2002. (No previous authorization).

SUMMARY

The School Drop Out Prevention Program awards grants to local educational agencies and states to implement proven drop out prevention strategies in their schools. The Conference Agreement:

- Targets funds to schools with the highest dropout rates.
- Authorizes the Secretary of Education to recognize schools that have implemented effective dropout prevention strategies.
- Authorizes the Secretary of Education to aid in the development and dissemination of research-based dropout-prevention programs.

NATIONAL NEED AND IMPACT

Five out of every 100 young adults enrolled in secondary school in 2000 left before obtaining a diploma. In 1997, 11 percent of young adults between 16 and 24 were neither enrolled nor had completed a secondary education program. Among dropouts, low-income and minority students are disproportionately represented. Low-income children are twice as likely than the national average to leave school. Among minorities, the dropout rate is 9 percent for Hispanic students, 10 percent for Native Americans, and 7 percent for African-American students.

The decision to drop out gravely affects a young person for the rest of his or her life. One of the strongest predictors of falling into entrenched poverty is the lack of a high school diploma. Even obtaining a GED cannot eliminate the risk. Holders of a GED, on average, have lower median annual incomes and lower college enrollment rates than high school graduates. In addition, many at-risk students do not receive appropriate academic enrichment in their home or community once they drop out. Leaving school therefore hinders their chance for future educational success.

MASSACHUSETTS NEED AND IMPACT

The dropout rate was 4 percent for high school students in Massachusetts in 1998-1999, one point below the national average.

EXEMPLARY PROGRAMS

Murray County in Georgia once had the highest teenage pregnancy rate in the state. The New Beginnings program has helped the rural Appalachian community lose this dubious distinction and has helped young parents become self-sufficient adults. New Beginnings prepares Murray County High School students for their new role as a parent and discourages dropping out of school due to pregnancy or parenting. The New Beginnings facility is both a child care center as well as a classroom for the participants. Parenting skills training, weekly support group counseling, career planning as needed, and transportation, if needed, are provided. Referrals to special services are made at the center. Other services include a "Swap-Shoppe" of maternity wear, children's clothing, and infant supplies for participants to use and return for others to use. The program has demonstrated to be effective. New Beginnings' participants graduate at a higher rate than other students of Murray High School. Eighty percent of the teenage parents go on to higher education, which New Beginnings facilitates by providing child care while the parents are in school. Kindergarten teachers in the area note that infants who have attended New Beginnings have excellent school readiness and that their parents are highly involved in their child's education. Former New Beginnings participants have gone on to become nurses, mechanics, and supervisors in the community. One is now a special education teacher in Murray County Schools.

The **Choice Middle Schools Program of The Shriver Center in Maryland** is designed to stabilize students' behavior and increase students' academic achievement while simultaneously providing support and advocacy services to the students and their families. The major goals of the program are to 1) increase school attendance; 2) decrease office referrals; 3) decrease out-of-school suspensions; and 4) improve grade point averages in core subjects. Services for students and their families are provided by casework teams who perform outreach and individualized case management based on a model used by The Choice Program for delinquent youth. The services these teams provide consist of multiple daily contacts with each student and his/her family to implement and support a program of consistent behavioral guidelines, as well as a strong presence in the schools to increase communication and accountability regarding the child's educational progress. Work with the students' in their communities consists of daily home visits, family meetings, curfew monitoring, informal counseling, crisis intervention and one-on-one tutoring in the homes. In addition to services provided during the school day and at home, various student development programs are conducted. These include: 1) after-school homework completion/tutoring sessions; 2) thematic, performance-based summer program; 3) recreational and cultural activities and trips; 4) service-learning experiences; and 5) and life skills activities.

In evaluations, participants and their parents express a greater connection to school after being a part of the Choice Middle Schools program. This psycho-social indicator suggests that the children are less likely to drop out, since they feel a tie to the school community. Students also exhibit higher attendance rates after the program. The success of the Choice Middle Schools Program has been recognized nationally. In 2000, it was awarded the National Dropout Network's Crystal Star Award for Excellence in Dropout Recovery, Intervention and Prevention.

TITLE I GENERAL PROVISIONS

SUMMARY

The Conference Agreement updates the Title I negotiated rule-making process to ensure that the provisions in Title I are implemented well for all stakeholders including teachers, parents, and local administrators. In addition, it focuses the rule-making process on key issues such as accountability and assessments.

The agreement requires the General Accounting office to conduct 6 audits of local districts to determine how local educational agencies are expending their Title I funds. Such audits will provide much-needed information about the extent to which funds have been expended for academic instruction in the core curriculum and activities unrelated to academic instruction.

The agreement also maintains that the bill does not require any home schooled student or any private school student to take any assessments required under Title I.

TITLE II: PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS AND PRINCIPALS

AUTHORIZATION

\$3.6 billion in FY2002 and such sums for the succeeding six years.

SUMMARY

Title II focuses on improving the teaching staff in the nation's schools by aiding the recruitment, professional development, and retention of teachers. The Conference Agreement:

- **Holds States Accountable to Ensure All Teachers Are Highly Qualified in 4 Years and for Increasing the Percentage of Teachers Receiving High-Quality Professional Development.** State education agencies (SEAs) must submit a plan to the Secretary to ensure that they will have 100 percent highly qualified teachers in four years in every district and school in the state, and that they will increase the percentage of teachers with access to high-quality professional development.

If a SEA does not meet its annual goals in these two areas for two consecutive years, the districts that are behind must develop improvement plans to get them back on track towards such goals, and the SEA must provide those districts with technical assistance.

If a SEA does not meet its annual goals for 3 consecutive years, the SEA shall enter into an agreement with the districts that have fallen behind, to develop, in conjunction with teachers and principals, research-based professional development strategies and activities to meet their annual goals. The SEA will also prohibit those districts from using Title I funds to hire para-professionals until they have met their teacher quality goals, unless the district demonstrates that a significant influx of population has substantially increased student enrollment, or that there is an increased need for translators or assistance with parent involvement activities.

- **Defines “Highly Qualified Teacher.”** In order to be highly qualified, a teacher must be certified and demonstrate competence in the knowledge, skills, and subject matter necessary to be a successful teacher. The Conference Report does not require testing of current teachers.
- **Defines “Professional Development.”** The agreement ensures that professional development activities funded under the Act will improve teachers skills and content knowledge; are an integral part of broad school-wide and district-wide improvement plans; are tied to state standards, assessments, and curriculum; are high-quality, intensive, and classroom-focused; are designed with the participation of teachers, principals, parents and administrators; and are not one-day or short-term workshops or conferences.

- **Defines “Teacher Mentoring.”** The agreement ensures that teacher mentoring activities under the Act are research-based; provide on-going support for beginning teachers; and are designed to help beginning teachers continue to improve their skills and increase their content knowledge.
- **Ensures Para-Professionals Are Qualified and Well-Used in the School.** The agreement ensures that newly hired para-professionals in Title I schools meet minimum qualifications. The agreement also specifies that para-professionals are not the primary teacher in any classroom, but that they do have important and necessary roles within the school and classroom that should be their focus such as translation, tutoring, and assisting with parent involvement.
- **Requires Title I Schools to Set Aside 10 percent of Funds for Professional Development.** Current law requires failing schools to set aside 10 percent of their Title I funds for professional development. The agreement would require all Title I schools to set aside 5 percent of their Title I funds for professional development, and require failing schools to set aside an additional 5 percent of their Title I funds for professional development for a total of 15 percent.
- **Includes the Paul D. Coverdell Teacher Protection Act of 2001.** The Paul D. Coverdell Teacher Protection Act of 2001 provides properly licensed teachers, principals, and other school personnel with liability protection when they act within the scope of their educational responsibilities. Liability limitations do not extend to misconduct that constitutes a crime or civil rights law violation, and State and local laws pertaining to corporal punishment are unaffected.

NATIONAL NEED AND IMPACT

Enrollment in public elementary and secondary schools has reached an all-time high of 53 million and is expected to increase over the next decade. These students will require an estimated 2 million new, qualified teachers.

The need for math, science, English as a Second Language, bilingual, and special education teachers is particularly acute. Schools also increasingly need a teaching staff to reflect the growing diverse racial make-up of their student bodies. While African-American and Hispanic students now comprise almost a third of all students, the teaching staff nationally remains almost 90 percent white.

Not only are more teachers needed, but also greater competency among staff. Nationwide, only 36 percent of teachers of the core academic subjects currently feel “very well prepared” to implement state or district standards. One in three teachers is assigned to at least one class per day for which they have not been trained. Students in urban centers and low-income areas are most affected by this shortage. The National Center for Education Statistics

reports that the most disadvantaged high school students are 50 to 100 percent more likely to be taught core academic subjects by a teacher without certification or proper training in the subject. According to the *Urban Teacher Challenge Report*, almost 100 percent of 40 urban school districts surveyed have an urgent need for teachers in at least one subject area. Ninety-five percent of urban districts report a critical need for math teachers; 98 percent report a critical need in science; and 97 percent report a critical need in special education. These statistics paint a troubling outlook for children living in low-income and urban areas. Quality teaching, defined partly as knowledge of the subject matter being taught, has been linked repeatedly to greater student learning and success.

Unfortunately, the need for new teachers in 1998 was met by admitting 50,000 unqualified teachers to the classroom. This kind of solution de-professionalizes teaching and further reduces the occupation's stature in society.

The current and projected teacher shortage can be linked to at least three factors. The average age of a teacher is now 44, and the anticipated retirements in coming years are expected to create vast vacancies. Secondly, nearly 50 percent of those who do enter teaching leave the profession within 3-5 years. This turnover creates not only a lack of human resources, but a lack of experience in the classroom. A third reason for the teacher shortage is that college graduates simply choose to enter other professions.

These trends are indicative of deeper problems within the teaching profession. Starting instructors face numerous challenges in their job. They must maintain discipline in classrooms, teach to multi-lingual, multi-ethnic students in classrooms that lack resources. Teachers must at the same time be mindful of parents' demands and meeting state curriculum guidelines.

Table 1: Percentage of public school teachers on how well prepared they feel to perform various activities in the classroom

<u>Activity</u>	<u>How well prepared teachers felt</u>			
	Very Well Prepared	Moderately well prepared	Somewhat well prepared	Not at all prepared
Implement state or district curriculum and performance standards	36	41	20	3
Use student performance assessment techniques (e.g. methods of testing, applying results to modify instruction)	28	41	26	4
Address the needs of students with disabilities*	21	41	30	7
Integrate educational technology in the grade or subject taught	20	37	34	9
Address the needs of students with limited English proficiency or from diverse cultural backgrounds*	20	33	30	17

*percentage based on teachers who teach such students

Note: Percentages may not sum to 100 due to rounding.

Source: U.S. Department of Education, National center for Education Statistics, 1998.

Many teachers feel overwhelmed and that they do not receive the support or guidance to handle these problems. As a consequence, teachers simply burn out and leave their jobs. Compounding these issues is a pay-scale that does not compensate teachers as professionals. Beginning instructors earn an average \$7,500 less than recent hires in marketing and \$15,000 less than an entry-level computer scientist. The pay scale also does not increase quickly enough to retain new teachers.

One way to reduce the teacher shortage is to increase the retention rate of educators currently employed in the field. Measures such as providing professional development and assigning new teachers with mentors have had proven success. As stated by education researcher Linda Darling-Hammond, “...young teachers [with mentors]...stay in the profession at higher rates,” and do not have to learn their work “by trial and error.”

MASSACHUSETTS NEED AND IMPACT

Massachusetts, as with states across the nation, must face the impending problem of teacher shortages in upcoming years. Forty percent of all Massachusetts teachers are over the age of fifty and are expected to retire within the next ten years. In 2001, there was a 35 percent increase in retirement rates. With so many teachers retiring, it is imperative that Massachusetts recognize the need to attract and retain teachers that can fill impending vacancies.

Unfortunately, attracting and retaining teachers is a challenge. Many new teachers leave the profession within the first few years due to a variety of reasons. Typical causes of beginning teacher attrition in Massachusetts, as well as nationwide, are inadequate salaries, little administrative support, inability to address parental concerns, lack of resources, and lack of teacher development. A problem that is particular to new teachers in Massachusetts is lack of training and knowledge about the state curriculum frameworks and the Massachusetts Comprehensive Assessment System, the state standardized test.

Dealing with these concerns can be overwhelming for beginning teachers. Many new teachers do not see a way to alleviate these concerns and problems, resulting in high attrition rates. There is a 9 percent attrition rate for first year teachers in Massachusetts, and 48 percent of new teachers leave the profession within five years.

EXEMPLARY PROGRAMS

I. *Professional Development* - Professional development at **Burgess Elementary School** in **Atlanta, Georgia** emphasizes the importance of aligning classroom instruction with state content and performance standards in order to ensure all students can learn to high standards and perform well on state standardized tests. In addition to structured, on-going professional development activities, teachers are also encouraged to learn from each other through collaboration and staff planning time. Student performance in reading and math has improved markedly on the Iowa Test of Basic Skills. Data for 1995 show that 29 percent of students in

grades 1-5 performed above the national norm in reading, compared to 64 percent in 1998. 34 percent scored above the national norm in math in 1995, compared to 72 percent in 1998. Student and staff attendance has also risen during the last three years, and parental involvement has increased greatly.

The **Massachusetts Department of Education** has partnered with the **Massachusetts Teachers Association** to provide professional development opportunities to beginning teachers through Case Study seminars that meet twelve times a year. Seminars focus on issues common to beginning teachers in Massachusetts. Curriculum frameworks, MCAS (Massachusetts Comprehensive Assessment System), classroom management and differentiated instruction are just a few topics raised in seminars.

Case Study seminars were first offered to beginning teachers in January 2000. 275 beginning teachers are currently participating in the seminars, which are being hosted at sites across the state. In total, 750 beginning teachers have attended seminars thus far. Feedback from past participants has been extremely positive. Beginning teachers have reported that seminars have provided them with the skills and confidence necessary to meet the many challenges faced on a daily basis.

II. *Mentoring* - Twelve years ago, the Peer Assistance and Review (PAR) program was created in **Columbus, Ohio** as a mentoring collaborative between the Columbus Education Association and Ohio State University. All new teachers in Columbus Public Schools, even those with previous experience, must participate in an intern program. Each intern is assigned a veteran teacher to serve as a mentor. Mentors are released full-time from classroom assignments so they can concentrate on observing, assisting, and evaluating a caseload of 15 to 20 new teachers. Mentors must have five years of teaching experience, outstanding abilities in teaching, and extensive knowledge of classroom management and instructional strategies. In exchange, they receive a 20 percent salary supplement. The PAR initiative also includes university courses targeted to first-year teachers and an intervention program for experienced teachers having difficulties. After 5 years, 80 percent of beginning teachers have stayed, a retention rate 4 times higher than before PAR was implemented.

Massachusetts has offered Summer Mentor Training Institutes through the Massachusetts Department of Education. Institutes are attended by practicing teachers who are interested in serving as mentors in district mentoring programs. The institute runs for four days in the summer and for two follow-up days during the school year. In 1999, 60 school districts from across the state of Massachusetts were represented. Expansion of the program in summer 2000 enabled 950 veteran teachers to attend the institute and to learn the skills necessary to be effective mentors.

III. *Recruitment* - The **North Carolina** Teaching Fellows Program recruits talented high school students into the teaching profession. Applicants must have a minimum 1100 SAT score, 3.6 GPA, and be in the top 10 percent of their class. Priority is given to males and minorities.

The program provides \$5,000 for college per year for 4 years to 400 outstanding North Carolina high school seniors who agree to teach for four years following graduation in one of North Carolina's public schools or U.S. government schools.

Teach Boston in **Massachusetts**, a collaborative effort between Boston Public Schools, Boston Private Industry Council, and Boston Teachers Union, created model future teacher academies in two Boston high schools.

Project SPIRIT, the Springfield Partnership to Improve Recruitment of Inspiring (Minority) Teachers, at **Springfield College in Massachusetts**, is designed to strengthen existing partnerships between the College and the Springfield Public Schools to identify, recruit, admit, and train minority students for placement as teachers in the Springfield Public Schools. Participants receive full financial aid and extensive academic, social, and personal support to ensure successful completion of their teaching certificates and placement in the city's public schools. Thirteen well-trained teachers were made available to the Springfield schools in 1999, and those teachers will continue to receive support to ensure their retention in the profession.

NATIONAL TEACHER RECRUITMENT CAMPAIGN

SUMMARY

The Conference Report authorizes the Secretary to establish and carry out a national teacher recruitment campaign, which may include activities carried out through the National Teacher Recruitment Clearinghouse that would assist high-need local educational agencies in recruiting teachers (particularly those activities that are effective in retaining new teachers) and training teachers and to conduct a national public service campaign concerning the resources for, and the routes to, entering the field of teaching. In carrying out the campaign, the Secretary may promote and link the activities of the campaign to the information and referral activities of the National Teacher Recruitment Clearinghouse. The Secretary shall coordinate activities under this subsection with State and regional recruitment activities.

SCHOOL LEADERSHIP

SUMMARY

The Conference Report authorizes the Secretary to establish and carry out a national principal recruitment program to assist high-need local educational agencies in recruiting and training principals (including assistant principals) through such activities as:

- providing financial incentives to aspiring new principals;
- providing stipends to principals who mentor new principals;
- carrying out professional development programs in instructional leadership and management; and
- providing incentives that are appropriate for teachers or individuals from other fields who want to become principals and that are effective in retaining new principals.

Grants will be distributed on a competitive basis to high-need local educational agencies.

ADVANCED CERTIFICATION OR ADVANCED CREDENTIALING

SUMMARY

The Conference Report authorizes the Secretary to support activities to encourage and support teachers seeking advanced certification or advanced credentialing through high quality professional teacher enhancement programs designed to improve teaching and learning.

In carrying out the program, the Secretary shall make grants to State educational agencies, local educational agencies, the National Board for Professional Teaching Standards, and the National Council on Teacher Quality to develop teacher standards that include measures tied to:

- increased student academic achievement; and
- promoting outreach, teacher recruitment, teacher subsidy, or teacher support programs that are related to teacher certification or credentialing by the National Board for Professional Teaching Standards, the National Council on Teacher Quality, or other nationally recognized certification or credentialing organizations.

SPECIAL EDUCATION TEACHER TRAINING

SUMMARY

The Conference Report grants funds to the University of Northern Colorado to provide to other institutions of higher education assistance in training special education teachers.

EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT

SUMMARY

The Early Childhood Educator Professional Development Program seeks to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent them from encountering difficulties once they enter school, by improving the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty.

NATIONAL NEED

Each day, more than 12 million children are in a non-parental care or early childhood education program, yet those who teach these children are among the least trained workers in the country. Thirty-one states do not require child care workers to have *any* training in early childhood development education.

Research demonstrates that the teacher's knowledge is a key indicator of the overall quality of an early childhood education program. However, there are few opportunities for early childhood educators to gain more knowledge and training. For example, only 60 percent of associates's degree programs for early childhood educators require a course on infant and toddler issues. Fewer than half require a course in working with children from diverse racial and ethnic backgrounds or with limited English proficiency. Therefore, professional development opportunities are essential even for educators with a degree, and are indispensable for educators without a degree.

The great need for these opportunities further is demonstrated by the fact that in FY2001, nearly 200 partnership applied for only ten available grants from the U.S. Department of Education for early childhood educator professional development.

MASSACHUSETTS NEED

There are almost 800 early childhood programs in Massachusetts that are accredited by the National Association for the Education for Young Children. The Early Childhood Educator Professional Development is geared towards impacting the nearly 400,000 children aged 0 to 5 in Massachusetts.

MATH AND SCIENCE PARTNERSHIPS

AUTHORIZATION

\$450 million authorized in FY2002 and such sums for the succeeding 5 years. (No current FY2001 appropriation).

SUMMARY

The intent of the Math and Science Partnerships is to improve the achievement of students in the areas of mathematics and science by encouraging states, institutions of higher education, and local educational agencies to develop programs that focus on the education, training, and recruitment of mathematics and science teachers.

The Secretary awards grants to local partnerships on a competitive basis. Funds may be used for such activities as professional development workshops, signing bonuses for newly hired science/math teachers, and helping teachers incorporate state standards into classroom teaching.

NATIONAL NEED

The nation's need for competent teachers is particularly pronounced in the fields of math and science. In an international survey of eighth grade math teachers, 41 percent of the nation's teachers listed math as their major in college, versus 71 percent of the math teachers in other countries. In science classes, U.S. eighth-grade students are less likely than students in other countries to be taught science by teachers with a degree in physics, but as likely as their international peers to have a teacher with a major or main area of study in biology, chemistry, or science education in 1999.

One measure for improving student outcomes is to enhance teacher preparation. Research by the National Center for Improving Student Learning and Achievement in Mathematics and Science has found that continuous, sustainable professional development that focuses on student learning and teachers' subject knowledge is fundamental for raising teacher quality and student achievement.

MASSACHUSETTS NEED

In 1999-2000, 54 percent of middle school mathematics teachers were certified to teach in their field. Among high school math teachers, 91 percent were certified. Certification is less prevalent among teachers that spend less than half of the school day teaching math. In this category, 21 percent in middle school are certified to teach math and 45 percent are qualified at the high school level.

Among high school science teachers, 82 percent are certified in their field and 55 percent are qualified at the middle school level. Teachers who are assigned a science class for less than half the school day are less likely to be certified. Only 54 percent are certified in their field at the high school level and 22 percent in middle schools. The relatively high percentage of teachers certified in their field has had an appreciable effect on classroom learning. On the 2000 NAEP, Massachusetts was among the highest scoring states in science for 4th and 8th graders among the 40 participating states. The state also scored above the national average in math.

EXEMPLARY PROGRAMS

The National Center for Improving Student Learning & Achievement in Mathematics & Science, located at the **University of Wisconsin**, designs and implements exemplary professional development models for math and science teachers. Six main components are at the heart of the center's mission: identify math and science concepts that all students should learn; describe how students learn identified concepts; conduct professional development opportunities that enable teachers to provide successful academic instruction pertaining to identified concepts; assist administrators to develop professional growth of teachers and student learning in math and science; and disseminate research findings to stakeholders to improve student learning in math and science.

Since 1995, researchers at the Center have produced over 275 articles, books, papers or presentations based on research findings pertaining to professional development. Research findings indicate that professional development should be 1) long-term; 2) focus on student thinking; and 3) build teachers' content knowledge. With these findings in mind, researchers at the Center have designed and implemented professional development opportunities in school systems across the nation.

One successful partnership already in effect between the Center and a local school district is in **Fall River, Massachusetts**. This partnership, that has been highly supported by the superintendent and mayor, focuses on the building of algebraic reasoning in the elementary school classroom. Fall River illustrates how education investment can affect even the most challenged community. Half of Fall River's elementary students are low-income and 20 percent live below the poverty level. One in two adults have not graduated from high school, and 2001 state standardized test scores were the 4th lowest in the state.

Through the partnership with the National Center for Improving Student Learning & Achievement in Mathematics & Science, 70 out of the district's 330 elementary teachers have attended at least one year of after-school professional development seminars. Approximately 2,600 students have benefitted since teachers began attending the workshops.

One teacher participant saw her 4th graders outperform their peers both in the district and state on algebra questions on the state standardized test. The achievement is particularly noteworthy since the majority of students are limited English proficient.

TROOPS TO TEACHERS

AUTHORIZATION

\$30 million authorized in FY2002 and such sums in succeeding fiscal years. (\$3 million appropriated in FY2001).

SUMMARY

The Troops to Teachers (TTT) Program was established in 1994 under the National Defense Authorization Act for Fiscal Year 1993 and Fiscal Year 2000 to assist eligible members of the Armed Forces after their discharge or release, or retirement, from active duty to obtain certification or licensing as elementary or secondary school teachers or as vocational or technical teachers, and to facilitate the employment of such members by local educational agencies.

The primary function of the program is Recruitment, Referral and Placement Assistance. DANTES (Defense Activity for Non-Traditional Education Support) provides counseling and assistance to help participants identify employment opportunities and teacher certification programs. Participants may elect the area in which they want to teach. State Support Offices have been established in twenty-four states to assist participants with both certification requirement and employment leads.

NATIONAL NEED AND IMPACT

Since the inception of the program in 1994, about 3,000 service members have made the transition from the military to classrooms across the nation.

The program has been successful in bringing dedicated, mature, and experienced individuals into classrooms who have proven not only to be effective teachers but also excellent role models for students. These military personnel-turned teachers have established a solid reputation as competent and effective teachers who bring unique valuable life experiences to the classroom.

Administrators in schools where TTT candidates were placed in 1995 rated them "Among the best" (26 percent), "Well above average" (28 percent), and "Above average" (17 percent), in comparison with other first-year teachers. Numerous TTT alumni have received various forms of "outstanding teacher" awards.

MASSACHUSETTS NEED AND IMPACT

There were four participants in Massachusetts in FY2001 and due to their preliminary success, this number is expected to grow in the future.

EXEMPLARY PROGRAMS

Willie Montgomery, a Vietnam veteran, has truly made a difference in the lives of his students with special needs who are enrolled at the **Federal Way District School in Washington**. He has proven to be so effective that he received the honor of 1996-1997 District New Teacher of the Year.

Mr. Montgomery retired from the United States Army in 1995 where he served as a Sergeant Major. Upon his retirement, Mr. Montgomery decided to participate in TTT and enrolled in Evergreen State University in Washington where he earned his Master's Degree in Education, with a specialization in Special Education. Mr. Montgomery chose to focus on special education because he was born with a speech impediment and understands the difficulties children with special needs must face and overcome. He wanted to serve in a position that would enable him to be a role model for students and provide them with the necessary preparation to be successful not only in school, but in all aspects of their life.

Former Air Force Officer Glen Norman launched a fulfilling second career participating in the Troops to Teachers Program in 1995 upon his retirement from the Air Force. The program enabled Mr. Norman to obtain a position teaching high school business courses for the **Lake County School District in Florida**. Mr. Norman has received several accolades which attest to his effectiveness as a teacher. His colleagues selected him as Teacher of the Year and one of his students nominated him for a Who's Who in Teaching award. Only students who have been cited for academic excellence are able to submit nominations. In addition to meeting the needs of students in the classroom, Mr. Norman also volunteers for committees that work to improve the entire school community. He is chairman of the Teacher's Technology Committee as well as technology chairman of the School Advisory Committee, which is comprised of parents, teachers and local community leaders.

TRANSITION TO TEACHING

AUTHORIZATION

\$120 million authorized in FY2002 and such sums in succeeding 5 years. (\$31 million appropriated in FY2001).

SUMMARY

The program provides grants for the recruitment, training, and placement of talented individuals from other fields into teaching positions in K-12 classrooms and support for them during their first years in the classroom. In particular, the program targets two groups of nontraditional teaching candidates: 1) mid-career professionals from various fields who possess strong academic backgrounds and work experience to become teachers in relevant subject fields, particularly in high-need fields such as bilingual education, foreign languages, mathematics, reading, science, and special education, and 2) recent college graduates with outstanding academic records and a baccalaureate degree in a field other than teaching. There are three types of projects: National-Regional, in which placement of teachers would be in local education agencies (LEAs) in more than one state; Statewide, in which placement of teachers would be statewide or in particular LEAs scattered across a particular state; and Local, where placement of teachers would be in one LEA or in two or more LEAs located in close proximity to one another.

The U.S. Department of Education awarded 42 grants under this program in FY2001.

NATIONAL NEED AND IMPACT

Enrollment in public elementary and secondary schools has reached an all-time high of 53 million and is expected to increase every year for the next decade. These students will require an estimated 2 million new, qualified teachers.

MASSACHUSETTS NEED AND IMPACT

Massachusetts received two grants totaling \$800,000 in FY2001. The grantees were the Boston Plan for Excellence, who received \$600,000, and the City on a Hill Charter School, also in Boston. The Boston Plan for Excellence is partnering with the Harvard School of Education and Boston Public Schools. The Harvard School of Education will be providing education training pro-bono to mid-career professionals with a math or science background. Participants will then be placed in the Boston Public Schools as math or science teachers. An estimated 10 new teachers will be hired this year to serve the district's middle and high schools, and another 10 new teachers are slated to be hired the following year. The grant is expected to raise educational quality by lowering math and science class size and is estimated to affect 63,000 students in Boston.

NATIONAL WRITING PROJECT (NWP)

AUTHORIZATION

Such sums authorized for 6 years. (\$10 million appropriated in FY2001).

SUMMARY

The Conference Report continues federal support for the National Writing Project (NWP). NWP is a non-profit educational organization that supports K-16 teacher training programs in the effective teaching of writing.

NATIONAL NEED AND IMPACT

The NWP trains over 130,000 teachers and administrators every year. Over 2 million educators have received training since NWP started in 1973. Last year, one out of 34 teachers nationally were served. NWP has 167 writing project sites in 49 states, Washington, D.C., and Puerto Rico.

Alumni of the program cite a greater familiarity with current literature and research and increased professional support as a result of the program. In an independent evaluation of NWP, observers noted that several teachers began using more student-centered teaching after participating in NWP. The kinds of writing assignments teachers gave students were also analyzed. The study concluded that a majority of the exercises required "authentic intellectual work." Completing the assignment, in other words, required such high order thinking skills as content knowledge and critical analysis.

MASSACHUSETTS NEED AND IMPACT

Massachusetts currently operates two NWP sites. The Boston site worked with over 320 teachers in the 1999-2000 school year. The Western Massachusetts Writing Project (WMWP) site received \$25,000 in federal funds FY2001. The center worked with over 1,000 teachers and an estimated 80,000 students benefitted. The demand for training exceeds the capacity of the current two sites, prompting the founding of a third site in Worcester, scheduled to open in summer 2002.

EXEMPLARY PROGRAMS

In **California**, a collaborative effort between the University of California Irvine Writing Project, Santa Ana College, and the Santa Ana Unified School District resulted in significant student improvements in writing, reading, and attendance.

Student achievement improved in all subjects after two rural **Mississippi** districts implemented writing programs. The districts' accreditation level also rose by more than a half point on a scale of 1 to 5.

Massachusetts is experiencing great success with the National Writing Project. At the **Western Massachusetts Writing Project (WMWP)**, demand is so high that a new center will open in Worcester this summer. There is also great interest in starting a fourth site in the state. Participation in the National Writing Project has given WMWP increased funding, name recognition, and access to a state-wide network. WMWP has held workshops in 35 school districts, and students benefit in various ways. They receive higher quality instruction from teachers that are better prepared to teach the invaluable skill of writing. Secondly, students may submit their work to be published by WMWP in a regular compilation of student works.

CIVIC EDUCATION

AUTHORIZATION

\$30 million authorized in FY2002 and such sums in succeeding years. (\$10 million appropriated in FY2001).

SUMMARY

The Conference Report expands and strengthens the Civic Education Program, better known as the *We the People...the Citizen and the Constitution* program. It provides elementary, middle, and secondary school students with a working knowledge of the Constitution, Bill of Rights, and the principles of a free democratic government. Funds support such activities as simulated congressional hearings, a secondary school academic competition, advanced teacher training, and textbook distribution.

NATIONAL NEED AND IMPACT

Since it began in 1985, the *We the People* Program has involved more than 26.5 million students in 24,000 schools nationwide. More than 82,000 teachers have participated in the program and more than 80,000 sets of textbooks have been distributed to districts all across the country. Last year, the Civic Education Program reached 2.7 million students in this country and another 225,000 students around the world.

Under the civic and economic education exchange program, educators from 44 states have participated in exchange or training activities with partners from more than 30 countries. This year alone more than 23,000 educators and 565,000 students from these countries were reached by the economic education exchange program through training, exchanges, and publications. Through study tours to the United States and other program activities, nearly 130,000 of the nation's students and more than 2,100 educators learned firsthand about foreign countries and the problems they face as they build democratic governments and market economies.

Surveys of student participants in the *We the People* Program show they have benefitted in various ways. Students show a greater sense of civic responsibility and tolerance for others. They also outperform high school and university students on political knowledge. Students that participated in the national finals academic competition scored over 20 percent higher than their peers on political knowledge on the National Assessment of Educational Progress (NAEP).

MASSACHUSETTS NEED AND IMPACT

Up until 2001, Massachusetts had no state-wide graduation requirement for U.S. government. The decision was made on a district to district basis. As a result, high school students could graduate without having taken a civics class.

In FY2001, an estimated 58,000 students benefitted from federal Civics Education funding.

EXEMPLARY PROGRAMS

The **Quabbin Regional Middle School in Barre, Massachusetts** participated in Project Citizen, an initiative where students study a public policy issue in their community, then present their solution to the public. The title of the Quabbin Regional Middle School project was “Safety on South Street.” The students studied the road in front of their school and proposed widening it to include shoulders, to improve student safety. The middle school students’ hard work won them 2nd place in the 2001 National Finals of Project Citizen, sponsored by the Center for Civic Education. They were honored by the Massachusetts State Legislature and were invited to spend a day watching the law making process.

Students at **Bryan Elementary in Morris, Alabama** studied the site of a dangerous intersection near a school. After proposing their action plan to city council members, the students were instrumental in getting a traffic light installed.

Students at **Suzanne Middle School in Walnut, California** developed an action plan to improve voter participation. Their plan was recognized by the county registrar who proposed their changes for California’s voter registration forms.

TEACHING OF TRADITIONAL AMERICAN HISTORY

AUTHORIZATION

Such sums for 6 years. (\$50 million appropriated in FY2001).

SUMMARY

The Teaching of Traditional American History Program is designed to raise student achievement by improving teachers' knowledge, understanding, and appreciation of U.S. history. Grant awards will help districts partner with entities that have content expertise, to develop, document, evaluate, and disseminate innovative, cohesive models of professional development. By helping teachers develop a deeper understanding and appreciation of U.S. history as a separate subject matter within the core curriculum, these programs will improve instruction and raise student achievement.

NATIONAL NEED

Among the core subjects taught in schools, history departments have the highest percentage of out-of-field teachers. Approximately 80 percent of social studies teachers and over half of middle and high school history teachers neither majored nor minored in history in college. Some states reinforce the trend by not requiring history teachers to hold a major or minor in history in order to receive certification. There is a corresponding lack of focus on history curricula in general. The majority of states do not have state-wide history standards. Instead, history is generally placed as a sub-heading within the state social studies curriculum.

MASSACHUSETTS NEED

There are over 257,000 public high school students in Massachusetts. Up until 2001, Massachusetts had no state-wide graduation requirement for U.S. government. The state does count, however, among the handful of states that have developed a history curriculum.

CLOSE UP

AUTHORIZATION

Such sums authorized for 6 years.

SUMMARY

The Conference Report continues to assist economically disadvantaged middle and high school students to participate in the Close Up program.

NATIONAL NEED AND IMPACT

Since its founding in 1970, Close Up has worked to promote responsible and informed participation in the democratic process through a variety of educational programs. Every year, Close Up produces publications, videos, and television programming related to civics education. The non-profit also organizes week-long study visits to Washington, D.C. for teachers and their classes.

Close Up's mission is built on the belief that textbooks and lectures alone are not enough to help students understand the democratic process and make it work. Students need a "close up" experience in government. Close Up's national, state, and local experiential government studies programs strengthen participants' knowledge of how the political process works, increase their awareness of major national and international issues, and motivate them to become actively involved in the world around them.

Each year, more than 25,000 students, teachers, and other adults take part in Close Up's programs in Washington, DC. Participants attend a week of seminars where they meet lawmakers and other decision makers in person. Since the inception of its Washington-based programs in 1971, the Close Up Foundation has welcomed nearly 570,000 students, educators, and other adults to the nation's capital. Tens of thousands more across the country participate in state and local government studies programs. The Close Up message of citizen participation reaches millions annually through award-winning publications, video productions, and national television programming.

MASSACHUSETTS NEED AND IMPACT

Close Up began in Massachusetts in 1974. Since then, the state has received \$1.6 million in fellowship awards and over 14,000 students and teachers have participated in the program. Last school year, 450 students and teachers were involved, and \$47,000 was awarded in fellowships. The estimated amount of Massachusetts Student and Teacher Fellowships committed for the 2001-02 school year is \$63,000.

ENHANCING EDUCATION THROUGH TECHNOLOGY

AUTHORIZATION

\$1 billion authorized for FY2002 and such sums for succeeding years. (\$682 million was appropriated in FY2001).

SUMMARY

The Education Technology Grant Program consolidates the main current federal education technology programs, the \$450 million Technology Literacy Challenge Fund and the \$135 million Technology Innovation Challenge grants, into one formula grant program. The new program supports heightened academic achievement through the use of technology, and technology literacy as a goal unto itself.

The Secretary awards formula grants to states based on the state shares of Title I funds. States must develop a statewide educational technology plan that outlines strategies for improving student achievement through the effective use of technology, for improving the capacity of teachers to use technology to provide instruction, for providing local districts with technical assistance and support in maintaining technology, for how the state will hold districts and schools accountable for the effective integration of technology into curricula, and for providing assistance to high-poverty school districts which demonstrate the greatest need for technology.

Within the state, education technology funds are distributed 50% by formula and 50% by competitive grant to local school districts. Local funds are to be used to promote heightened achievement, train students in how to use basic technologies, and provide on-going professional development to teachers on how to integrate technology into school curricula. Twenty-five percent of funds must be used for professional development programs for teachers.

Multi-year competitive grant awards, made pursuant to current law and announced prior to enactment, will be continued through the life of the respective grant award. \$15 million in national education technology funds are to be used at the federal level for a rigorous longitudinal study on the impact the overall federal program.

NATIONAL NEED AND IMPACT

Today, approximately 95% of schools have at least *some* access to the internet, albeit often at suboptimal levels (i.e. low speed and limited bandwidth). In 1994, only 35% of all schools were at all linked to the internet.

High poverty and high minority enrollment schools are twice as likely to be unconnected to the internet and 20% less likely to make technology available after school hours. According to

the National Center for Education Statistics, 80% of instructional classrooms in wealthy schools are connected to the internet, whereas only 60% of classrooms in high poverty schools are so linked.

Nationally, there are 5 students for every computer. In 1999, in high poverty districts, there were 9 students per computer. A year earlier, the ratio was 17 students per computer. But what computers in the classroom are used for in terms of content remains a challenge.

Most current education technology software programs are completely unrelated to state content standards. Instructional staff lack familiarity with the use of technology. Only 20% of all teachers report feeling comfortable integrating technology into their teaching, and that proportion is probably inflated due to over self-identification. Only in the rarest of cases do districts carry out a policy of having an on-site system administrator at each school within the district.

MASSACHUSETTS NEED AND IMPACT

In Massachusetts, there is an average of six students per computer. Thirty six percent of all school districts have surpassed the 5 to 1 student-to-computer ratio. The number of classrooms connected to the internet has increased 10 percent each year over the past 4 years. Currently, 79 percent of Massachusetts classrooms have at least minimal internet access. In the 1999-2000 school year, slightly more than half of all districts had a full-time technology specialist. In 2001, Massachusetts received a Technology Literacy Challenge Grant for \$6.3 million. Funds were suballocated to 137 school districts across the state. Over three thousand teachers and 59,720 students were served through programs developed with Literacy Challenge Grant funds.

EXEMPLARY PROGRAMS

In FY2001, **Gateway Regional Middle School in Huntington, Massachusetts** received a \$30,000 Technology Literacy Grant. Over 500 students in fifth to eighth grades benefitted through the use of eight laptop computers, a network printer, and computer software all purchased with Literacy Grant funds. A mobile laptop library was created for middle school students to improve reading skills. Laptop computers enabled teachers to download e-books and utilize reading software linked to the Massachusetts English & Language Arts Frameworks.

To connect the classroom to the home, students were able to sign out and bring home a laptop. Doing so enabled them to work on classroom assignments at home as well as share with their families projects they were working on at school. Parents report high levels of satisfaction with the academic benefits that children received through technology use.

The **Stall Brook Elementary School in Bellingham, Massachusetts** also received a \$30,000 Technology Literacy Grant in FY2001. Funds were used to design and implement a

program that integrated technology into the Massachusetts 4th grade curriculum. Seventy-five 4th grade students were able to benefit from the computers, classroom resources, and innovative methods of teaching a technology-linked curriculum.

Teachers used the new technology to develop a program that integrated strands of the 4th grade Massachusetts History & Social Sciences Frameworks. Students designed “virtual tours” that took them as far back in time as Ancient Greece and Colonial America. Students showcased their “virtual tours” for the entire Bellingham community through hosting five cyber-cafes (open houses). In addition, funds were used to provide an after school course for all elementary school teachers on how to successfully integrate technology into the curriculum frameworks.

Classroom teachers reported that the program was extremely successful. One veteran classroom teacher commented that in over thirty years of teaching she had never seen students so highly engaged in their schoolwork and excited about their learning. Classroom testing revealed that students developed a solid understanding of the 4th grade history curriculum. Teachers also expect to see positive results on the 4th grade 2001 Massachusetts Comprehensive Exam in History & Social Sciences.

In 1996, the **West Virginia High Technology Consortium Foundation**, along with **Monongalia County** and nineteen other partners, were awarded a U.S. Department of Education Challenge Grant. The title of the project under this grant is *"Your Future in West Virginia...Growing Together."* The grant is worth \$4.1 million over a five-year time period. The project is estimated to impact 55,400 students in 152 schools, and as many as 100,000 community members in nine counties. The grant is being used to fund a project which is composed of two interdependent tracks. The first is basic and advanced training of teachers with respect to computer skills and classroom integration. The second involves parent and community training on the use of technology with a focus on career preparation. More specifically, track one consists of intense teacher training. This will involve the training of School Technology Specialists and Teams in each school. Teachers who are competent in the area of technology allow students to maximize classroom opportunities. Track two consists of training students and community members through certificate programs at Technology Opportunity Centers. Centers are laboratories equipped with computer and multi-media technologies for use by the entire community.

READY TO LEARN TELEVISION, READY TO TEACH

SUMMARY

The Conference Report strengthens and expands the Ready to Learn Program. Ready To Learn was launched in 1994 as public television's response to the National Education Goal that by the year 2000, all children will begin school "ready to learn." The essence of Ready To Learn is a full day of non-violent, commercial-free, educational children's television programming broadcast free of charge to every American household. This daily broadcast includes some of the most popular, award-winning and engaging programming available today such as Arthur, Clifford, and Reading Rainbow. \$26 million was appropriated in FY2001.

NATIONAL NEED AND IMPACT

Since PBS expanded its children's service in fall 1991, the average daytime audience of preschoolers has grown 118 percent. Ready To Learn reaches millions of children nationwide through broadcasting, but the number of children impacted is actually much larger. In addition to television programming, member stations provide supplemental services through Ready to Teach. One hundred and thirty-three PBS affiliates provide outreach programs to children, their care givers, and parents. Participating stations conduct at least 20 workshops annually for parents and early childhood professionals; distribute at least 300 free books to children every month; and widely distribute publications in English and Spanish to encourage children to read and learn. The services that communities actually receive depend on local PBS stations, who tailor their outreach activities according to their community's needs. 620,000 parents and early childhood professionals have participated in 20,000 community-based Ready To Learn workshops on using television wisely, developing children's learning skills, and preparing children to read. Approximately six million children have benefitted because their parent or teacher participated in a Ready To Learn outreach program.

MASSACHUSETTS NEED AND IMPACT

In Massachusetts, 61 percent of households tune into public television in an average week and a potential 704,000 public school students enrolled in K-8 in Massachusetts could benefit from education programming.

The two public broadcasting stations in Massachusetts each received \$25,000 in FY2001 and distributed at least 7,200 free books to children.

In western Massachusetts, 240,000 households watched Ready To Learn programming. Program funds trained 155 childcare providers in integrating education programming and learning. Over six hundred children benefitted from the training to childcare workers. Ready To Learn also funded the distribution of 3,600 books in the western part of the state.

EXEMPLARY PROGRAMS

A recent study of Ready To Learn found that its workshops had several long-term effects on parents and children. Some of the changed behaviors noted were that families read together 35 percent more and read 45 minutes longer each week. The children in the study watched 25 percent more educational programs that prepared them for school.

A new children's program, "Between the Lions" targets beginning readers. It introduces them to the sight words and comprehension skills that they need to master reading. WGBH in Boston produces the show. The show motivates young readers through a wide variety of materials such as newspapers, magazines, poetry, plays, and songs. Through the workshops, families and care givers are given free materials and ideas for making each of the shows an integrated part of learning at school, daycare, and at home. A University of Kansas study in 2000 concluded that watching "Between the Lions" significantly improves early reading skills. Kindergartners who watched as little as 8.5 hours of "Between the Lions" raised their test scores 64 percent in early reading skills, while those who did not watch the program raised their scores by 25 percent. The National Education Association rarely recommends that children watch television. Yet, Bob Chase, NEA President, said, "In tandem with classroom teachers, this PBS series will help beginning readers master key skills that are essential to learning to read."

"Mathline," also sponsored by Ready To Learn, is a valuable resource for math teachers of all grades. Over 2,000 lesson plans and activities are on the Mathline web site to offer engaging math lessons that are integrated with other subjects. For example, Mathline has over 100 innovative ways to teach percentages to fifth graders. Teachers can use the ideas for whole class lessons, individual students, or small group activities.

TITLE III: LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT STUDENTS

AUTHORIZATION

\$750 million authorized in FY2002 and such sums authorized for the succeeding 5 years. (\$460 million appropriated in FY2001).

SUMMARY

The program aids states to respond to the needs of their immigrant and LEP students. In reauthorizing these programs, the Conference Agreement:

- **Streamlines Existing Competitive Programs and Services.** Four competitive programs that support instruction for LEP students have been streamlined into 2 competitive programs. Existing programs that support research and upgrade teacher qualifications and skills, so that LEP students can be better served, have been maintained. Funds will be distributed through a competitive grant process until Title III funding is sufficient to support fund distribution through a formula.
- **Creates A New, Formula-Based Program to Support LEP Students in All States.** A new, formula-based program has been created to support LEP and immigrant children to learn English and achieve in core academic subjects. Under this program, federal dollars will support a broader range of services for LEP students in every school district by consolidating existing services under the Bilingual Education Act and the Emergency Immigrant Education Act. To protect an adequate level of funding and quality of services, this new program would take effect once appropriations under Title III reach \$650 million.
- **Targets Services to Immigrant Children and Youth.** The Emergency Immigrant Education Program (EIEP) provides grants to States that support tutoring, mentoring, and counseling for immigrant students. EIEP will remain a competitive program until funds appropriated under Title III reach \$650 million. Once appropriations reach \$650 million, funding that targets immigrant children and youth will be distributed through a State set-aside of up to 15 percent.
- **Expands Parental Notification for Services.** Current law requires all parents to be notified of their students designation as limited English proficient, and their option to decline enrollment of their child in programs or services if they so choose.
- **Maintains National Activities For Research and Teacher Training.** Until Title III funding reaches \$650 million, grants will continue to support training and development of teachers to work with LEP students. Grants will be awarded to school districts to partner

with colleges and universities to train and develop qualified and certified teachers to work with LEP students. The Conference Agreement maintains the National Clearinghouse for Bilingual Education as a resource to provide assistance in addressing the needs of LEP students. When funding becomes formula-based, Title III funds will be set aside at the federal level to support professional development and the operation of a national clearinghouse.

NATIONAL NEED AND IMPACT

Today, 42 percent of all public school teachers in the U.S. have at least one of the nation's 4.1 million limited English proficient (LEP) students in their classroom, making these students the fastest growing segment of the school-age population. The academic achievement of LEP students lags behind their English proficient peers. Twenty-one percent of LEP students are retained before they reach third grade. With retention being a strong predictor of dropping out of school, limited English proficient students are at a decided disadvantage.

Twelve percent of LEP children are currently being provided services tailored to their language needs under the Bilingual Education Act. However, many of these students are left without targeted educational services and programs. Studies of Title I reveal that only about 10 percent of all teachers of LEP students were certified to provide instruction to their students' particular language development needs, revealing a severe shortage of teachers trained to work with these students. Simply enrolling LEP students in a mainstream, English language classroom as a remedy can be successful only if the student already has a high level of literacy and educational attainment in the first language. This type of LEP student is not the typical, however.

Close to one in four children with limited English proficiency are immigrant students, comprising nearly five percent of the nation's school-age population. Immigrant students face the challenges of learning English quickly and fluently, accessing subject matter in a language they can understand, and adjusting to a new culture and schooling system. The Emergency Immigrant Education Act responds to the financial challenges faced by schools that educate large numbers of new immigrant students. Since its inception, the number of children served under the program has more than doubled, and today equals nearly 1 million children and youth.

In FY2001, an estimated 1.2 million LEP students benefitted from instructional services funded by the Bilingual Education Act (BEA). The Act also supported 513 professional development projects.

MASSACHUSETTS NEED AND IMPACT

About 49,000 Massachusetts students are classified as limited English proficient. In addition, the state has approximately 24,000 immigrant students. In FY2001, Massachusetts received 21 Title VII grants for use in elementary and secondary public schools, aimed at enhancing education for limited English proficient students. The benefits, however, spill over

and impact also students who are native English speakers, so that last year over 40,00 students were reached.

To aid immigrant students, the state received \$3.7 million in emergency immigrant money in FY2001.

EXEMPLARY PROGRAMS

The bilingual education program at **Cambridge Rindge and Latin School** in **Cambridge, Massachusetts** is helping LEP and immigrant students transition to mainstream classrooms and achieve academic success. The bilingual program enrolls 200-250 high school students each year. Most are recent immigrants and the majority enter with a comparable 2nd or 3rd grade education. The students are exposed to an intensive program where they attend English as a Second Language for 2 periods a day. Several academic classes are offered in the students' first language. Almost all students are able to transition to a mainstream classroom by the end of their third year. The drop out rate is remarkably low, at less than five percent. Virtually all students graduate and well over half go on to attend post-secondary education.

Ninety-eight percent of the kindergarten schoolchildren in **Calexico School District** in **California** enroll with little to no English. Yet, most students are in an English language classroom by the fourth grade and ninety percent of the district's students go on to graduate high school. Half continue on to post-secondary education. On standardized test scores, results are high on both state and national assessments.

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

AUTHORIZATION

\$650 million authorized in FY2002 and such sums in succeeding years. (\$644 million appropriated in FY2001).

SUMMARY

The Safe and Drug-Free Schools and Communities Act funds school and community based education and prevention efforts. The Conference Agreement:

- **Ensures Programs Are Proven-Effective.** In order to ensure that states and districts are effectively using their funding to reduce drug use and prevent violence in schools and communities, the agreement requires local programs be based on Principles of Effectiveness to ensure funds are used on programs that are proven-effective and research-based in schools and communities in the state.
- **Focuses Funding on Communities With the Greatest Need.** The current federal funding formula to states is based on 50 percent poverty and 50 percent population. The new agreement distributes the money based on 50 percent population and 50 percent Title I concentration grant. The within-state distribution of funding also places more focus on high-need districts. The current formula distributes funding based on 70 percent population and 30 percent need. The new State formula distributes the funding based on 60 percent poverty and 40 percent population.
- **Addresses Tolerance Through Hate Crimes Legislation.** In order to foster a tolerant environment within schools, strong hate crime prevention language is included which provides schools the resources and ability to develop and implement steps to teach tolerance and reduce violence motivated by hate and prejudice.
- **Authorizes the Safe Schools/Healthy Students Program.** The Safe and Drug-Free Schools program will also include the successful Safe Schools/Healthy Students program. The Safe Schools/Healthy Students Initiative is a cooperative effort among the U.S. Departments of Education, Justice, and Health and Human Services to help communities across the country provide services for youth. Programs funded under the initiative draw on the best practices in education, law enforcement, social services, and mental health to promote a more comprehensive approach to reduce youth violence.

NATIONAL NEED AND IMPACT

An estimated 60 percent of high school students (9.5 million students) returned to school this fall where illegal drugs are used, kept, or sold. Approximately 30 percent of middle school

students (5 million) have illegal drugs in their school. By graduation, 70 percent of students will have smoked cigarettes, 81 percent will have drunk alcohol, almost half will have used marijuana, and 24 percent will have used another illicit drug. Every year, 13.2 million students (ages 12-17) become new users of tobacco, alcohol, and illicit drugs.

MASSACHUSETTS NEED AND IMPACT

A 1997 study commissioned by the Massachusetts Department of Public Health studied substance abuse of 6th to 12th graders. Results concluded that Massachusetts adolescents in grades 8, 10 and 12 reported higher rates of substance use than their peers nationally. Over 40 percent of 12th graders reported heavy drinking, which was defined as having five or more drinks within a row within a two-week period. In addition, over 54 percent of sixth graders reported alcohol use in their lifetime.

In FY2001, Massachusetts received \$8 million under the Safe & Drug-Free Schools Act. Ninety percent of Massachusetts Public Schools applied for and received funding which was used to provide programs for over 900,000 students in kindergarten through twelfth grade.

EXEMPLARY PROGRAMS

The **Andover, Massachusetts** school system serves almost 6,000 students and has effectively lowered alcohol and drug use with Safe and Drug-Free Schools funding. The program includes age-specific programs starting in kindergarten to address many issues concerning safety, drugs, and alcohol. Starting in third grade, the students begin “life-skills training” programs which include keeping daily or weekly journals, and assignments to complete with parents. Parents are involved in the program in several ways, including parent workshops and support groups to address these issues. The program involves many non-traditional activities including interactive play scenarios to practice resistance skills as well as involving members of the community such as police officers and motivational speakers. Further, the program teaches many peer mediation techniques. High school students are trained and brought into middle-school classrooms, and middle-school students in elementary classrooms to talk about what to expect from and how to respond to the presence of drugs, alcohol and violence. Finally, the program sponsors clubs so that students can create positive support groups for each other to resist alcohol, drugs, and foster a safe peer and school environment.

Yearly, anonymous surveys are completed by all students to measure results through trends in student behaviors. Since 1996, use of tobacco has gone down in both middle school and high school, from 21 percent to 4 percent and 34 percent to 19 percent respectively. Further, violence has also decreased in both age groups from 48 percent to 24 percent and 27 percent to 20 percent, respectively. Reported usage of tobacco, alcohol, marijuana and other illegal drugs as well as occurrences of violence related behavior are all significantly lower than state averages. In a question on the MCAS, 99 percent of Andover High School students reported that they feel safe at their school.

The **Wenatchee School District** in **Washington** used funds to address truancy and low academic achievement at four middle schools. The junior high schools implemented an academic assistance system where teachers could refer students for tardiness, not turning in homework, poor attendance or achieving below potential. Students could choose to meet with a social worker during their time set aside for academic assistance. Those that participated in the academic assistance program all year, for five hours a week, had an average school attendance rate of 87 percent at year's end. The overall average GPA rose .44 points. Suspensions and expulsions decreased 47 percent and referrals to the community juvenile justice system fell 62 percent.

21st CENTURY COMMUNITY LEARNING CENTERS

AUTHORIZATION

\$1.25 billion authorized in FY2002. \$1.5 billion authorized in FY2003. \$1.75 billion authorized in FY2004. \$2 billion authorized in FY2005. \$2.25 billion authorized in FY2006. \$2.5 billion authorized in FY2007. (\$846 million appropriated in FY2001).

SUMMARY

The 21st Century Community Learning Centers program provides grants to support the planning and implementation of after-school programs that benefit the educational, health, social service, cultural, and recreational needs of rural or inner-city youth. The Conference Agreement expands and strengthens the program.

Funding was previously distributed through a federal-to-local level competitive grant. Funding is now channeled through a federal-to-state formula. Funds will be targeted and allocated to states based on the state's share of Title I funds.

Within states, state education agencies will provide competitive grants to local programs. The list of entities eligible to apply for a grant has been expanded to include not only local school districts, but also community-based organizations, local governments, and other public and private entities. However, states must give priority to applications submitted jointly by school districts and community-based organizations.

Additional changes were made to strengthen the focus of the program on academic enrichment to ensure that children get the support they need outside the regular school day to meet high academic standards.

NATIONAL NEED AND IMPACT

Each day, 7 million children, many as young as 8 or 9 years old, are home alone after school. Sixty-nine percent of all married-couple families with children ages 6-17 have both parents working outside the home. In 71 percent of single-mother families and 85 percent of single-father families with children ages 6-17, the custodial parent is working. The gap between parents' work schedules and their children's school schedules can amount to 20 to 25 hours per week.

After school programming also fills a critical need by providing youth with positive activities during afternoon hours, when crimes are most likely to be committed.

In the FY2000 grant competition administered by the U.S. Department of Education, there was sufficient funding for only 310 of the 2,253 21st Century grant applicants received.

More than 1,000 high-quality applications went unfunded. Also, of the \$1.34 billion in funding requested by schools across the nation to start after-school programming this year, only \$185.7 million was available for new grants in FY2001. Expanding the 21st Century Program is a significant step towards meeting the nation's after-school needs.

MASSACHUSETTS NEED AND IMPACT

In FY2001, 10 Massachusetts school districts received funding for 21st Century Community Learning Centers totaling \$8 million, which served 24,000 students. If sufficient programs were available, 370,000 more Massachusetts students would enroll in an extended day program.

EXEMPLARY PROGRAMS

The **Harwich School District in Massachusetts** used its 21st Century Community Learning Center grant to enhance its extended day programming. Students may take courses as diverse as robotics, computer programming, and improvisation. Darric, a 4th grader in the program, was struggling academically and socially at school. When he began the after-school program in 3rd grade, he regularly threw tantrums and hid or threw away his homework assignments from his teachers and parents. With the after-school teacher working daily with Darric and his parents, he now begins his homework immediately upon entering the after-school classroom. He is beginning to make friends in the program. Although the school year has just started, his teachers already notice a difference. He hands in his homework now himself to his teachers, and he is more disciplined in the classroom.

Malden Public Schools in Massachusetts received a 21st Century Learning Center grant for \$195,000, which enabled five elementary schools to open up learning centers that are open before and after school. Approximately 500 children receive academic assistance and enrichment opportunities on a daily basis. Of the children attending the center, 50 percent of them receive free or reduced lunch and 25 percent are special education students. A recent evaluation indicates that teachers have seen increased academic performance in students. The assessment also found that students have been getting homework done on a consistent basis and performing at higher levels within the classroom setting.

In rural **McCormick, South Carolina**, 120 students would have been retained in grade without the after-school program.

Preliminary findings from the 21st Century Community Learning Center program in **Palm Beach County, Florida** indicate that students participating in the program have increased reading and math scores, as well as interpersonal self-management.

INNOVATIVE PROGRAMS BLOCK GRANT

SUMMARY

Title V, Innovative Programs, formerly known as the Chapter 2 program, is a block grant supporting a wide variety of state and local education activities. The block grant goes to states by formula. States must distribute at least 85 percent of funds to districts. States are directed to take into consideration both poverty and population when distributing funds to districts. However, currently in most states, funds are distributed by population in a non-targeted formula. The Conference Agreement:

- **Permits Broad Use of Funds.** The agreement allows Title V funds to be used for a variety of purposes. These include: state assessment development, same gender classrooms development, service learning programs, adult literacy training, community service programs, school nurses, and public school choice programs.
- **Sets a Limit on State Administrative Costs.** Up to 15 percent of Title V funds can be reserved at the state level.
- **Ensures Funds for Private School Children.** Current law assures that an equitable amount of block grant funds are made available for private school child services and materials. The Conference Agreement specifies that an equitable amount of Innovative Program funds are made available to private school children for secular, neutral, and non-ideological services and materials.

SCHOOL CONSTRUCTION

SUMMARY

Authorizes states to support the most urgent repair and renovation needs in the neediest schools.

NATIONAL NEED

Nearly one third of all public schools are more than 50 years old. Fourteen million children in a third of the nation's schools are learning in substandard buildings, and half of the schools have at least one unsatisfactory environmental condition. The problems with ailing school buildings are not limited to the inner city. They exist in almost every community, whether urban, rural, or suburban. The General Accounting Office estimates that it will cost communities \$112 billion to repair and modernize the nation's schools.

Renovation, rehabilitation, and modernization will allow schools to correct problems that prevent them from offering an environment conducive to learning. Researchers have documented a clear link between school building conditions and student learning. A study by Virginia Polytechnic Institute and State University in 1996 compared test scores of students in substandard and above-standard buildings, and found that students in better buildings with access to modern technology do better in their academic work than those without these problems.

The School Construction program will help ensure that all children have the opportunity to receive a good education in a safe and up-to-date school building.

MASSACHUSETTS NEED

In Massachusetts, 41 percent of schools report that at least one building needs extensive repairs or should be replaced. Eighty percent of schools report at least one unsatisfactory environmental factor. Half have inadequate heating, ventilation, or air conditioning, and over a third report inadequate plumbing systems.

EXAMPLES

At **Milton High School**, in **Milton, Massachusetts**, the building suffers from poor ventilation, roof leaks, and faulty elevators. A student in a wheelchair was trapped in an elevator for three hours. At **Pierce Middle School**, also in **Milton**, closets and bathrooms have been converted to classrooms in order to accommodate a 43 percent increase in enrollment over the past decade. Milton will soon spend almost \$100 million to build a new high school and two new elementary schools, and to renovate other schools.

In **Georgia**, according to a recent GAO report, one out of every four schools has a crumbling roof. Nearly four out of every ten schools lack enough power outlets and wiring to accommodate computers in the classroom.

Two cafeterias at **Bladensburg High School in Prince Georges County, Virginia** were recently closed because they were infested with mice and roaches. A teacher commented, "It's disgusting. It causes chaos when the mice run around the room." A student stated, "It bothers me. I don't want to sit...where [the pests] are at. Everybody was saying they should have shut the whole school down because they're everywhere else." Bladensburg High School was built in 1955 and has been on the county's school renovation list for several years.

PUBLIC CHARTER SCHOOLS

AUTHORIZATION

\$300 million authorized for FY2002 and such sums in succeeding years. (\$215 million appropriated in FY2001.)

SUMMARY

Charter schools are public schools of choice that operate with freedom from many regulations that apply to traditional public schools. Charters are granted in accordance with state law for 3-5 years after each prospective school provides a performance contract detailing the school's mission, program, and methods of assuring success.

The Charter School Program provides competitive grants to states that have specific state statutes authorizing the establishment of charter schools either chartered by the state, the district, or by universities.

This bill retains a strong commitment to increasing the number of high quality public charter schools. The Conference Agreement continues the autonomy of charter schools

As in the past, at least one chartering agency beyond the district must be allowed to charter schools. The agreement also continues the requirement that all charters have a high degree of autonomy over their budgets and expenditures. New language grants charter schools the right to an appeals process if their application is denied.

NATIONAL NEED AND IMPACT

In 1991, Minnesota passed the first charter school law, with California following suit in 1992. Today charter schools are allowed in 36 states, the District of Columbia, and Puerto Rico. During the 1999-2000 school year, over 2,000 charter schools across the country served about 500,000 students.

Charter schools depend on federal money, particularly in the initial years. Research has found that almost all charter schools have difficulty during the development and implementation phases.

MASSACHUSETTS NEED AND IMPACT

Massachusetts passed their Charter School law in 1995. today, there are 42 charter schools in Massachusetts, 36 commonwealth Charters and 6 Horace Mann Charters (operated within the existing school district). Fifteen thousand students from more than 200 school districts are attending a charter school in Massachusetts in the 2001-2002 school year. Across

the state, there are an estimated 11,000 students on wait lists to attend a charter school. In FY2001, Massachusetts received \$4.9 million for the development of charter schools.

EXEMPLARY PROGRAMS

The **City on a Hill Charter School in Boston, Massachusetts** boasts dedicated students and a diverse curriculum. The students, mostly of color, travel from some of the toughest neighborhoods in the city to attend school. Nevertheless, the school has near perfect attendance. Every June, students are known to dedicate 14 hours a day to complete their end of the year projects, exams, and public presentations before citizen juries. Their learning continues in the summer, when the majority choose to complete internships or academic programs in Boston. Last year, the graduating class had an average GPA of 3.2 out of 4.0 and 100 percent went on to some post-secondary education. The scholarships offered to the students totaled over \$1.5 million.

Perspectives Charter School in Chicago, Illinois serves approximately 150 students in sixth through twelfth grade. The majority of students attending the school are of African-American or Hispanic descent. Students are held to high accountability levels and expectations. Prior to graduating, all students must apply to five colleges and cannot graduate unless they are accepted at a college or trade school. Although standards are tough, students have stepped up to the challenge. Since the school opened in 1997, reading scores have doubled and math scores have tripled. Students are also attending school at exceptionally high rates. The attendance rate for the 1999-2000 school year was 90 percent. Solid attendance coupled with excellent academic performance allowed for 19 out of 21 June 2001 graduates to attend college.

CHARTER SCHOOL FACILITIES

AUTHORIZATION

\$150 million authorized in FY2002 and such sums in FY2003.

SUMMARY

The ESEA Conference Report authorizes funding for at least three grants to non-profit entities to support innovative financing structures that further charter school facility acquisition, construction, and renovation. Such sums as may be necessary are authorized in fiscal years 2002 and 2003. The Conference Agreement:

- **Leverages Private Financing.** Award recipients will reinsure or guarantee charter school private loans that are dedicated to supporting facility acquisition or enhancement. Funds may also be used to guarantee leases or support the issuance of public sector bonds. The full faith and credit of the United States is not pledged to any obligation that may be supported by funds authorized under this part.
- **Stipulates Financial Reporting.** The results of independent accounting of award recipient finances must be reported to the Secretary on an annual basis. Recipients must submit a description of activities and schools assisted. The Secretary is required to recover deposited funds should the entity fail to make substantial progress in carrying out the purposes of this part.
- **Ensures that Davis Bacon Law Applies to Activities Funded Under This Program.**

VOLUNTARY PUBLIC SCHOOL CHOICE

AUTHORIZATION

\$100 million authorized in FY2002 and such sums. (No FY2001 appropriation).

SUMMARY

The new Voluntary Public School Choice Program amendment gives school districts the financial support they need to develop, implement, and evaluate public school choice programs. This program will offer an alternative to districts that are not in states with public charter laws.

The goal of public school choice is to increase student diversity and offer rigorous academic content. The program, however, would not be subject to the desegregation guidelines of the federally-funded magnet schools program. Under public school choice, districts with a lack of racial diversity could focus on increasing ethnic or socio-economic diversity. Choice programs could be district-wide or inter-district. Schools could also offer alternative sites, like business or college or university campuses, to expand the social and educational opportunities for students.

A second goal of the program is to encourage schools to partner with post-secondary institutions to develop innovative ways for students to attend partnering institutions.

MAGNET SCHOOLS

AUTHORIZATION

\$300 million authorized in FY2002. (\$110 million appropriated in FY2001).

SUMMARY

Magnet schools are places of learning organized around subject themes. Examples include the successful career academies in science and math. With magnet schools in 230 districts across the country, they have proven to be an effective method of fostering innovation in the public schools. At the same time, they have provided for 20 years a real choice for many of our public school parents. Magnet schools also offer systemic reform through innovative and rigorous curriculum to attract diverse students who will meet high standards in an educational environment built on appreciating diversity in the pursuit of academic excellence.

NATIONAL NEED AND IMPACT

A report by the Harvard Civil Rights Project notes that segregation in our schools is on the rise. Southern schools saw the gains made from 20 years of desegregation practically disappear in the decade between 1988 and 1998. Nationwide, white students still attend schools where they constitute 80 percent of the student body. Black and Hispanic students generally go to schools where over half the students are of their same ethnicity. The Harvard study concludes that magnet schools are a proven, successful means to integrate schools.

Research studies have also made the compelling case that students benefit from desegregated schools. Minority students fare better in college after having attended an integrated high school. Black and Hispanic students at two top law schools were all graduates of schools with a diverse student body.

Currently, more than 5,000 magnets enroll 2.5 million students. Demand still exceeds need, and schools often resort to lotteries to select their students.

MASSACHUSETTS NEED AND IMPACT

Magnet schools serve an increasingly important need in Massachusetts. According to the Massachusetts Department of Education, public school K-12 enrollment is expected to peak in the early or middle part of the next decade. Meanwhile, the influx of immigrants into Massachusetts continues to grow exponentially. In 1974, most of the state's urban districts had a white student population. Today, they are overwhelmingly students of other racial and language-minority groups. For example, 83 percent of Boston's students are of another racial group than white. In Springfield, the percentage is almost 72 percent and in Lowell, minorities make up nearly 55 percent of the entire student body.

EXEMPLARY PROGRAMS

Magnet schools in the **Yakima, Washington** school district, after receiving federal funds for 10 years, have increased student performance, parental participation, and public school choice. Eighth graders who entered the magnet program in third grade scored 25 points higher than the district average on the Iowa Test of Basic Skills compared to their peers at a traditional school. By the second grade, students from the all day, enhanced magnet kindergarten scored twice as high as non-magnet children on the Qualitative Reading Inventory, a standardized reading test.

The **Center for Advanced Technology** is a smaller school in **Lakewood High School** in **St. Petersburg, FL**. Since its founding in 1991, it has been successful in diversifying the student body at Lakewood and offering a high quality education to its students. The magnet school regularly has more applications than spaces. Last year, 539 students applied for 125 spots in the freshman class. This kind of demand is unequaled in the district's other magnet programs. Because of the existence of the Center for Advanced Technology, the district has not had to rezone, despite a growing minority population in the surrounding neighborhood. Students of the Center for Advanced Technology include National Merit Finalists. They regularly win academic awards at science fair competitions and American First, a national competition where students build their own robots. Ninety-seven percent of the class of 2001 graduated with a 3.0 GPA or higher. One hundred and ninety four students last school year took a total of 448 AP exams.

The **Edwards Middle School for the Performing Arts** is a new magnet school in **Boston, Massachusetts** dedicated to instilling each child with skills and an appreciation of the arts. The school received a federal grant of \$190,000 and serves 510 children. Students participate in a variety of activities including puppetry, improvisation, chorus, and band. The new magnet program has allowed for an extended day program, where students are involved in academic as well as arts-related activities. The grant has also helped to support professional development, and the purchasing of instructional supplies. The magnet program has only been in operation for two months, but already, the principal has noted many successes and improvements. The school has become more racially diverse, with a notable influx of Hispanic students. The current composition of the school is 32 percent Black, 21 percent White, 16 percent Asian, 30 percent Hispanic, and 1 percent Native American. The principal explained that the arts program has been intrinsic to bringing this diverse student body together. She noted that ESL students especially have been more responsive and involved in school since the implementation of the arts program, because they can become involved even when their English proficiency is limited. Ninety percent of the school is eligible for the free/reduced lunch program, and the arts magnet program "makes the students feel special, even though a lot of them have hard lives, and that makes them want to do better," according to the principal. The local community has been very supportive; one community member was so impressed with the students the school attracts that he purchased a piano for the school.

COUNSELING

SUMMARY

The Conference Report expands and strengthens the Counseling Program which provides funding to local education agencies to establish or expand school counseling programs, particularly elementary school counselors, with special consideration given to applicants demonstrating the greatest need for counseling services in the schools to be served, proposing the most innovative and promising approaches, and showing the greatest potential for replication and dissemination. \$30 million was appropriated in FY2001.

NATIONAL NEED AND IMPACT

According to the American Counseling Association (ACA), 7.5 million students under the age of 18 are in need of some form of counseling and only one in eight receives the necessary help. The ACA also recommends a maximum student-counselor ratio of 250 to 1, but the ratio in elementary schools nationwide is four times that, or one counselor for 1,000 students.

The need for mental health professionals in our schools is partly reflected in national rates of school violence, youth homicide, and suicide. Indicators suggest young adults became more violent between 1984 and 1994. The number of non-violent crimes by youth in that time increased 20 percent, while the homicide rate for adolescents doubled. Issues of violence are not limited to older children. One elementary school in Philadelphia experienced a 150 percent increase in violent incidents between the '93-'94 and the '95-'96 school year.

Counseling at the elementary level can reduce these events of violence and anti-social behavior at the higher grades. Research demonstrates that elementary school counseling improves student achievement, increase student attendance, reduces disruptive behavior in the classroom, sharpens students' listening and study skills, and increases their homework completion. Counseling can also promote relationship-building, conflict resolution, respect for others, and respect for authority.

Even though states have mandated counselors in elementary schools, few have funded the adnate to ensure an appropriate ratio.

In FY2001, the Elementary School Counseling Demonstration Program served approximately 278,000 students.

MASSACHUSETTS NEED AND IMPACT

There are over 704,600 public K-8 students in Massachusetts. Last fiscal year, Massachusetts received approximately \$1 million to help over 8,500 children receive the counseling services they need.

EXEMPLARY PROGRAMS

The **Bowling Green Independent School District in Bowling Green, Kentucky** is now able to provide full-time guidance in its elementary schools, thanks to funding from the Elementary School Counseling program. Funds have also supported training so that all school staff can provide early intervention to a troubled child. The district has recently begun a character education component with School Counseling funding. With these changes, referrals and suspensions have fallen in Bowling Green's elementary schools, and school attendance is on the rise.

The **Lawrence Public Schools in Massachusetts** have used federal funds to increase staff and programming for its 9,500 children in grades K-8. The district now has at least one counselor/social worker at all of its pre-K, elementary, and junior high schools. In addition to providing services during the school day, counselors run after-school workshops on topics such as conflict resolution, anger management, positive adolescent choice, and social skill development. Students also benefit from a Crisis Team that provides pre- and post-hospital support. The students' families receive services through the Family Strengthening Program, an initiative aimed at building healthy family relationships. The programs have had a positive impact on the well-being of Lawrence children and their families. Last year, 45 families benefitted from general services, group support was provided to 400 children, and the Family Strengthening Program helped 35 families. The number of emergency room visits at mental hospitals has decreased 50 percent. There are 15 percent fewer cases of children relapsing into mental crisis. There are 800 fewer out-of-school suspensions compared to last year. Participating families report having 20 to 30 percent fewer issues in the home now.

In **Brookline, Massachusetts** the **Brookline Public Schools** provides one-to-one and group intervention for a population of four thousand elementary schoolchildren in eight elementary schools. Federal funding also provides for teacher training in adolescent behavioral issues, so that teachers can support the emotional development of their students. Besides these day-to-day activities, Brookline has organized a parent network. Through the network, parents can attend workshops facilitated by a professional and discuss issues they face with their children. The curriculum in Brookline has been changed with the aid of federal dollars. Schools have instituted anti-bullying programs, the life-skills program (a research-based social development program), violence prevention, and a crisis protocol. Furthermore, School Counseling funds made possible the continuation of services to some 30-40 high-risk children over the summer. The summer outreach program combined home visits with office sessions. Teachers and the students' social workers praise the summer program. According to their reports, the students have stabilized in term of behavioral issues.

CHARACTER EDUCATION

SUMMARY

The Conference Report strengthens the Character Education Program. State education agencies must form a partnership with one or more local education agencies and provide technical and professional assistance to local education agencies in the development and implementation of curriculum materials, teacher training, and other activities related to character education. Projects must be designed to develop character education programs that incorporate the following elements of character: caring, civic virtue and citizenship, justice and fairness, respect, responsibility, trustworthiness, and any other elements deemed appropriate to the members of the partnership. \$7.8 million was appropriated in FY2001.

NATIONAL NEED AND IMPACT

Educators, politicians, and citizens increasingly agree with social critics that our children need stronger character education. A Gallop Poll reports that 84 percent of public school parents want moral values taught in schools. Furthermore, 68 percent want schools to develop standards of right and wrong. Many believe that the answer lies within a rejuvenated and refurbished concept of character education.

To date, more than 5,000 teachers who are responsible for 93,000 students have attended character education training.

Specific teaching techniques assist teachers in promoting skills that are critical for survival in classrooms and in daily life — dealing with emotions, working in groups, and respecting others.

MASSACHUSETTS NEED AND IMPACT

One indirect measure of the need for character education in Massachusetts are school violence statistics. According to the 1999 Massachusetts Youth Risk Behavior Study, rates of weapon-carrying and physical fighting declined significantly from 1993 to 1999. However, other indicators of school violence remained largely unchanged.

In the twelve months prior to the survey, 37 percent of adolescents had been in a physical fight, 14 percent had been in a fight on school property, nine percent had been threatened or injured with a weapon at school. In general, one in ten adolescents reported being involved with a gang. Gang involvement was found to be linked to a greater tendency towards violence-related behavior.

Regarding the victims of school violence, one in eight students had at some time been hurt, physically or sexually, by someone they were dating. Eleven percent had experienced

sexual contact against their will. Both dating violence and sexual contact against one's will were experienced by significantly more female than male adolescents.

Urban, rural, and suburban youth were roughly equal in terms of weapon carrying, gang involvement, and physical fighting, but urban students were the most likely to report having skipped school in the past month, because of feeling unsafe. Male students, younger students, youth who are recent immigrants, and adolescents involved in gangs are more likely than their peers to engage in violence-related risk behaviors. Younger students commit violent acts at higher rates than older students.

Massachusetts received \$200,000 for character education in FY2001 and served approximately 2,670 students.

EXEMPLARY PROGRAMS

Mound Fort Middle School in Ogden, Utah, began its character education program with two goals: to break the cycle of violence and to improve student reading. To address these problems, parents, teachers, and students implemented a values education program, called Community of Caring. Within four years, Mound Fort saw impressive results. Violence drastically dropped. Meanwhile, reading scores of 90 percent of all sixth graders improved by at least one whole grade level during the past year.

Brighton High School in Boston, Massachusetts uses the Community of Caring values education model to build a learning environment based on respect. Developed during the early 1980s, the Community of Caring program provides a tested and proven solution to the challenges children face everyday that may lead them to destructive behavior. Community of Caring encourages partnerships between schools, parents, community organizations, and businesses to improve student behavior, academic performance, and well-being. The project serves over 600 public schools in 28 states and the District of Columbia. An evaluation of the Community of Caring program demonstrated that over a 2-year period, pregnancy among 9th graders was virtually eliminated. In one Community of Caring school, pregnancies decreased from 14 to two. Another evaluation of five sites found a reduced number of disciplinary problems and more positive attitudes by students.

Albuquerque, New Mexico has pioneered many of the ways Character Counts develops in communities nationwide. At the city's Bel-Air Elementary School, official reprimands dropped from 64 to 1 in four months upon instituting character education. Gang-plagued Garfield Middle School had 91 cases of physical violence among its 570 students, but a year after implementing Character Counts, there were only 26 such recorded incidents.

SMALLER LEARNING COMMUNITIES

SUMMARY

The Conference Report expands and strengthens the Smaller Learning Communities Program that provides funds to districts to create smaller learning communities within large schools. \$125 million was appropriated in FY2001. Funds may be used to:

- Research, develop, and implement strategies for creating smaller learning communities, geared to high state content standards and state student performance standards;
- Provide professional development in innovative teaching methods that challenge students in smaller learning communities; and
- Develop and implement strategies to include parents, business leaders, and other community members in smaller learning communities.

NATIONAL NEED AND IMPACT

As many districts face record enrollments, schools are struggling to accommodate and educate their students. Educators and researchers agree. Our public schools have become too large. In today's urban and suburban schools, enrollments of 3,000 students have become commonplace. Such large communities affect learning. Teachers are less able to devote individual attention to each student. Administrators of large schools have greater difficulty identifying struggling students and teachers.

Research has shown that students, teachers, and staff interact and cooperate with one another more readily, feel more connected, and less isolated in smaller schools. Additionally, students of smaller schools have higher school attendance, participation in school activities, academic achievement, and graduation rates. Teachers of small schools experience fewer discipline problems from their students. Small schools encourage the use of innovative teaching methods that make learning more active and relevant to the world beyond the classroom. As a result, students become more engaged in learning. Small schools have also proven to be an effective measure to help economically and educationally disadvantaged students.

Not only do students become more involved in small schools, so do their parents. In several cases, parents have worked with teachers to develop personalized learning plans for their children, and they have become involved in school decision-making.

Last year, the Department of Education award \$42.3 million of the \$45 million appropriation in the form of 149 grants to LEAs. Eighty-four of the grants were one-year planning grants and 65 were three-year implementation grants. A total of 349 schools, serving more than 450,000 students have benefitted from last year's competition.

MASSACHUSETTS NEED AND IMPACT

The children of baby boomers, many of whom are now reaching school age, are causing enrollment to climb steadily in Massachusetts. Over 950,000 children reached school age in FY99. This number is expected to continue expanding until the middle of the next decade. The growing student enrollment has caused classrooms to swell and become overcrowded across the state. During the most recent grant competition, completed in FY2000, Massachusetts received \$1.2 million which benefitted almost 18,600 students.

EXEMPLARY PROGRAMS

Brockton High School in Massachusetts is one of the largest high schools in the state. The school serves 4,000 students, but with a Smaller Learning Communities grant, the school has taken steps to make it less overwhelming. The school is divided into four “houses,” and freshmen are assigned to one of the four upon enrolling. Students then stay within the house and with the same team of teachers for four years. Freshmen also receive a mentor who is a senior. Grant money has helped train all faculty to teach reading and writing. The higher individual attention to students and professional development have made a difference. In 2000, Brockton High School made the largest jump in the state in the number of students passing the state standardized test in English language arts and math.

Brooklyn Technical High School in New York is one of the nation’s largest public high schools with an enrollment of over 4,000 students. Despite its daunting size, the school has been able to provide its students with a “small school experience.” Students are placed into small learning groups according to their selected majors, such as engineering or architecture. Although nearly 25 percent of the students qualify for the free or reduced school lunch program, more than 86 percent of the school’s seniors graduated, compared with the overall city average of 14 percent, and more than 98 percent went on to college in 1998.

Madison Park Technical Vocational High School in Boston, Massachusetts provides students in grades 10-12 with vocational training along with academic courses. With a total enrollment of approximately 1,500 students, Madison Park is divided into four small learning communities: Freshmen, Allied Health and Human Services, Commerce, and Craft and Technical Academies. The school also has a Pre-Academy Division that ensures that 9th grade students master language arts and mathematics before beginning their technical-vocational studies, and has 27 career development programs, including the Job Shadowing Program, Mentoring for Careers Program, and Student Development Seminars. Madison Park also provides job placement assistance to graduates.

RIF - READING IS FUNDAMENTAL

SUMMARY

The Conference Report expands support for Reading is Fundamental (RIF). RIF develops and delivers family literacy programs that help prepare young children for reading and motivate school-age children to read. Through its public-private partnerships, Reading is Fundamental is the nation's largest children's and family literacy organization. \$23 million was appropriated in FY2001.

NATIONAL NEED AND IMPACT

Through a national grassroots network of over 360,000 volunteers of parents, teachers, librarians and others, RIF provides new, free books and other literacy materials to more than 5 million children and families.

RIF's highest priority is serving the nation's neediest children from birth to age 11. RIF benefits children in every state through schools, libraries, community centers, childcare centers, Head Start and Even Start centers, homeless shelters, and detention centers.

By the end of 2000, RIF placed 200 million books in the hands and homes of children. Through the National Book Club, needy children can choose several free books each year to "build their home library." Shared Beginnings targets teen parents and helps them work with their infants on pre-reading skills. Family of Readers works with young families to teach parents to take an active role in their children's literacy skills.

Care to Read supports training of childcare staff so that staff in centers or home-based child care have the skills to encourage young children to read and develop skills that will send them to school ready to read. Other school-based reading clubs encourage reading habits, strengthen ties between school and home and provide access to high quality children's books.

MASSACHUSETTS NEED AND IMPACT

Almost 900,000 adults in Massachusetts do not possess the literacy skills needed to function in society. An additional 1,162,000 are literate, but read and write below a 12th grade level. The Reading is Fundamental program, by targeting young children, can begin reducing the adult rate of functional illiteracy in future years. In FY2001, Massachusetts received over \$55,600 from RIF. The state had 286 individual sites. Over 3,000 volunteers distributed 230,000 free, new books to 65,465 children last year.

EXEMPLARY PROGRAMS

Reading Is Fundamental, Newark in New Jersey has seen impressive expansion,

thanks to the creative direction of its coordinator, Chip Madsen. Ten years ago, RIF Newark operated in 8 sites and reached 1,500 children. Today, it benefits 5,500 children in 52 sites in the Newark area. Books are distributed through such venues as homeless shelters and tenant associations, so that books reach children with the greatest needs. Over 90 percent of the children served by RIF Newark have books at home only as a result of the program. As Madsen says, "RIF is a lifeline for these children."

Read Boston in Massachusetts' Boston Public Schools serves all grades in over 45 of the district's schools. The program reaches 15,000 children, 80 percent of whom are at-risk of failing to achieve educational goals. Three times a year, on Book Distribution Day, children have the chance to choose and keep their own book. Family Literacy Night is also part of Book Distribution Day. Students and their families are invited to school for an evening of such activities as attending a play based on a book, or listening to an author. Read Boston has also sewed Story Quilts, where each student contributes a square of his/her favorite book character to make a school quilt. Teachers and parents in Boston note that RIF has encouraged schools to place literacy activities at the center of their curriculum. They also see children reading more at home and school thanks to RIF.

GIFTED AND TALENTED

SUMMARY

Students with talent are found in all cultural groups, across all economic strata, and in all areas of human endeavor. To support the development of talent across the nation, Congress passed the Jacob K. Javits Gifted and Talented Students Education Act of 1994. The Conference Report strengthens the Gifted and Talented Program, which supports a national research center on the education of gifted and talented students. The program also provides grants to state and local education agencies, institutions of higher education, and other public and private agencies and organizations. These grants help talented students in elementary and secondary schools develop their abilities and reach high levels of achievement. \$28 million was appropriated in FY2001.

NATIONAL NEED AND IMPACT

According to one estimate, gifted and talented students have mastered up to 50 percent of the curriculum in basic subject areas before they begin the school year. They enter school with a need for stimulating educational experiences appropriate to their ability if they are to realize their potential, according to research on intelligence. Yet, the National Association for Gifted Children calculates that only slightly more than half of gifted children currently receive an education geared towards their needs. Teachers have difficulty offering challenging experiences for gifted children. Instructors lack the resources, training, and support for teaching high-level curricula. Currently, only two cents out of every \$100 spent on K-12 education goes to learning opportunities for gifted students.

This lack of resources hinders schools' ability to cultivate their outstanding children, particularly if they are disadvantaged and or minority. Too often, schools, and specifically schools with high numbers of children from low-income families, incorrectly assume that they have no talented students. These students are given more of the same work, instead of more challenging work. Greater teacher development will benefit not only students with talent but children at every level.

Since 1989, the Javits Program has funded almost 125 grants that have supported model programs and practices for educating talented students nationwide. Depending upon available funds, grant awards range from \$185,000 to \$214,000 per year for three years.

The Javits Program also funds the National Research Center on the Gifted and Talented located at the University of Connecticut at Storrs, in collaboration with the University of Virginia, and Yale University. The consortium includes over 360 public and private schools, 337 school districts, 52 state and territorial departments of education, and a consultant bank of 167 researchers associated with 86 universities throughout the United States and Canada. The Center conducts and analyzes research to meet the educational needs of gifted and talented students.

The Center is a comprehensive research resource for schools looking for better, more effective ways to identify and help gifted and talented students from populations traditionally under-served and under-represented in gifted and talented programs.

MASSACHUSETTS NEED AND IMPACT

High-end learners constitute anywhere from three to 25 percent of a district's student population in Massachusetts. Last fiscal year, funds impacted 1,400 Massachusetts students.

EXEMPLARY PROGRAMS

The Javits Gifted and Talented Program supports successful program like Project CUE in **South Bronx, New York**. The project benefits 32,000 mostly low-income and minority students. Project CUE aims to identify elementary students who show potential in math and science. The children are given activities to develop their skill in these subjects. An evaluation of the project revealed a significant improvement in the overall academic achievement of Project CUE's participants. They also had improved attendance rates. The project, by focusing on science and math, contributed to 20 percent school-wide gains in science and math scores on local and state assessments.

The Urban Schools Program, operated by the **University of Massachusetts - Boston**, has helped improve the academic achievement of its participants. The Javits Gifted and Talented program supports after-school activities for junior and high school students. The middle school program focuses on math and science. The high school program aims to enroll students in competitive colleges and retain them in college, once they are admitted. An independent study of the Urban Schools Program found that non-participants in the middle school program had 63 more absences during the school year than the participants. The study also discovered that the Urban Schools Program students were more likely to have a B average than non-participants. Among the high school students, participants had significantly higher standardized test scores, GPA, and school attendance than the control group.

STAR SCHOOL

SUMMARY

The Conference Agreement updates and expands the successful Star Schools Program that provides distance learning to students in under-served communities. \$50 million was appropriated in FY2001.

NATIONAL NEED AND IMPACT

The Star Schools Program was first authorized in 1988. Its purpose is to encourage improved instruction in mathematics, science, and foreign language, and to target under-served populations through telecommunications. The Star Schools Program accomplishes this goal by providing teachers and other staff with a world-wide syllabus of multi-media resources. It is also a technical assistance system which builds the capacity of state and local personnel to make informed decisions about using technology resources.

The Star Schools Program is one of the largest networks of public and private sector partners. It represents a collaboration between schools, districts, state departments of education, telecommunications entities, and universities. These entities work together to build the capacity of the education community to effectively use the information superhighway.

The Department of Education makes 5-year grants to statewide or local projects. Since 1988, over \$125 million has been awarded to more than 56,000 schools in every state. Approximately 1.6 million learners have participated in the activities.

MASSACHUSETTS NEED AND IMPACT

Star Schools provide expanded educational opportunities in a state where 20 percent of public school children (189,598) attend school in a rural district or small town. The grant targets also the 250,000 plus, or 17 percent of Massachusetts children, who live in poverty by expanding their access to high-quality curricula.

Massachusetts received approximately \$6 million in FY2001 and funds impacted almost 86,000 students.

EXEMPLARY PROGRAMS

The Star Schools Program helped create a dynamic learning environment in a small, working-class town in **Massachusetts**. Students in a junior high school used the funding to videotape their science presentations. Students even went to school 9 out of the 12 days of their winter break to complete their video presentations. One parent commented, "I never before heard what the kids did at school, but now my daughter's talking about science on the phone."

Teacher professional relationships have improved as well in the school. Teachers across disciplines are now collaborating with each other on curriculum. Because of the Star Schools Program, all schools in the community are linked via satellite and programs can be accessed by any school.

A class of 28 fourth-grade Hispanic limited English proficient students in a **Boston** school took part in the distance learning mathematics project offered by TEAMS. This group of students and a class of native English speakers participated together in the mathematics telecast. With the aid of a bilingual teacher, the limited language students were able to complete successfully all of the activities that had been given to them by the distance learning mathematics teacher located in Los Angeles. The English speaking students were observed working alongside the students with limited English proficiency. The language barrier did not interfere in the successful completion of the students' activities.

The Star Schools Program helps students in rural areas access opportunities they otherwise would not have. A student in north central **Washington** participated in Workplace Basics, a job-training class offered via satellite. Through Workplace Basics, he developed job interview and resume writing skills. He was hired over adults with greater job experience. He ultimately credits Workplace Basics for giving him the necessary advantage to find employment.

FOREIGN LANGUAGE ASSISTANCE

SUMMARY

The Foreign Language Assistance Program (FLAP) provides grants, on a competitive basis, to state education agencies or local education agencies to support innovative model programs that establish, improve, or expand foreign language study for elementary and secondary school students. \$14 million was appropriated in FY2001.

NATIONAL NEED AND IMPACT

Americans are becoming increasingly multi-lingual. Today, among the nation's schoolchildren, over 150 different languages are spoken. At least 15 percent of the population, or 32 million people, speak a language other than English in their home. Against this backdrop, acquiring a second language has become part of living and working in a modern society.

Schools have recognized the importance of knowing a foreign language and offering the instruction early in a child's education. The number of elementary schools teaching a foreign language grew by 10 percent between 1987 and 1997. Today, approximately one in three elementary schools and 85 percent of secondary schools offer a foreign language.

Demand among students for these courses is growing as well. Over 40 percent of high school students took a foreign language in fall 1994. This represented nearly an 18 percent increase in enrollment in foreign language classes, compared to 1990.

In FY2001, the U.S. Department of Education funded 104 projects managed by local educational agencies and 15 by state educational agencies.

MASSACHUSETTS NEED AND IMPACT

In FY2001, Massachusetts received four new grants totaling \$1 million. The grantees were Arlington Public Schools, Salem Public Schools, Springfield Public Schools, and the Massachusetts Department of Education.

EXEMPLARY PROGRAMS

Springfield Public Schools in Massachusetts has received three separate Foreign Language Assistance grants. The first grant enhanced Chinese language instruction in the district's K-12 schools. The grant impacted Springfield Schools' eight Chinese teachers and 1,000 language students. Funds supported Chinese language curriculum development, and the purchase of hardware and software to teach Chinese. The grant also made possible evening artistic performances in the schools where parents could attend with their children. The two succeeding grants have also aimed at curriculum and professional development for foreign

language teachers. Funds support full-time resource specialists who provide in-house professional development and support. The third grant has focused on helping teachers work with special needs students, since Springfield Public Schools operate all-inclusive instructional classrooms. A second focus of the third grant is teaching Spanish instructors to work with students who possess Spanish language heritage. 150 of Springfield's foreign language teachers have received services since 2000.

Thanks to a foreign language assistance grant, elementary students are learning to speak Spanish at **Witchcraft Heights School in Salem, Massachusetts**. The children have the help of not just their teachers, but also of their Spanish-speaking classmates. Almost a quarter of the students come from Spanish-speaking families, and now they have a chance to shine as role models for their peers when they are called upon to model Spanish words for their peers. School staff have noted that the self-esteem of Hispanic students has risen since the school began teaching their native language and providing leadership opportunities to them in class. The language learners are enjoying themselves, too. One language-building activity involved the students writing letters to their favorite sports figures, inviting them to visit their school. One athlete accepted, giving the children the chance to meet a player from the Revolution Soccer Team. He spoke in his native Spanish about the importance of being multilingual. The students consider this and other activities to help them towards proficiency. In an informal survey by teacher Brian Barnett if learning a language is easy or difficult, the class answered with an enthusiastic, "Facil!" (Easy!). Witchcraft Heights has received a second grant, which will allow foreign language to be taught in all seven of its elementary schools. Currently, four schools are served and a fifth program will soon be operational.

The **Glastonbury Public Schools in Glastonbury, Connecticut** received a Foreign Language Assistance Program grant which enabled them to rewrite the kindergarten through twelfth grade foreign language curriculum. Funding was used to update and expand curriculum in French, Spanish, Russian, Japanese and Latin. Every student in the Glastonbury Public Schools is enrolled in a foreign language class, with over 7,000 presently enrolled. Students begin taking foreign language class in first grade and continue straight through twelfth grade. Funding from the grant enabled four Glastonbury teachers to be partially released from teaching duties to rewrite curriculum. Additionally, funds were used to send 44 Glastonbury foreign language teachers to a week-long Summer Institute where they were able to participate in professional development opportunities pertaining to foreign language. Funds were also used to pilot a Japanese foreign language class in a kindergarten class at a magnet school in Glastonbury. Students in the Glastonbury Public Schools have excelled on both state and national assessments of foreign language skills. Graduate of the Glastonbury Public Schools report that beginning foreign language class in kindergarten enabled them to develop vocabulary, listening comprehension, reading, and spelling skills at levels which exceed their college classmates who were not offered foreign language classes at an early age.

PHYSICAL EDUCATION FOR PROGRESS

SUMMARY

The Physical Education for Progress Program authorizes grants to districts to initiate, expand, and improve their physical education programs. Programs must be designed to assist the district in making progress toward meeting state and local standards for physical education by providing funds for training and education of teachers and staff and for equipment and support to enable students in one or more grades K-12 to participate actively in physical education activities. \$5 million was appropriated in FY2001.

NATIONAL NEED AND IMPACT

The Department of Education has reported that 11 percent of 6-11 year olds and 14 percent of 12-17 year olds are obese. Only a quarter of high school students participate in daily physical education. More than half of the nation's adults do not meet recommended levels of moderate physical activity, and one-fourth engage in no physical activity. This inactivity generally begins in adolescence, and can cause significant health problems in the future.

Conversely, teenagers that participate in physical activity on a regular basis are more likely to maintain a healthy lifestyle into adulthood. Physical education programs, provided in school, are ideal for helping children increase their physical activity and health. For many students, in-school programs represent their only preparation for an active lifestyle. In addition to the physical benefits, regular exercise has been linked to higher academic performance, self-esteem, and mental health.

Currently, no state requires daily physical education in K-12 schools. Less than half of all middle schools require three years of physical education, and only 26 percent of high schools have such a requirement.

MASSACHUSETTS NEED AND IMPACT

In Massachusetts, federal funding benefitted 7,000 students in FY2001.

COMMUNITY TECHNOLOGY CENTERS

SUMMARY

The Conference Report strengthens the Community Technology Centers (CTCs) Program that helps bridge “the digital divide” by supporting start-up and expansion of community centers in distressed urban and rural communities. CTCs provide computer and internet access as well as educational services using information technology. Most people who visit CTCs do not own computers and many do not have access to them at school or work. \$65 million was appropriated in FY2001.

NATIONAL NEED AND IMPACT

For FY2001, the Department of Education received over 1,300 grant applications for CTCs from across the country. Funding was sufficient to award 47 grants representing 44 states, the District of Columbia, Puerto Rico, and the Virgin Islands.

MASSACHUSETTS NEED AND IMPACT

In FY2001, Massachusetts was awarded four new grants totaling over \$1 million. Approximately 5,000 students were served.

EXEMPLARY PROGRAMS

The **Greater Lawrence Community Technology Center in Massachusetts** is expanding its services in computer learning and literacy, office technology, job skill training and English literacy to the greater community of limited-English speaking residents with federal funding. In addition, the center will begin to create a new English-Spanish cable television show on computer learning emphasizing the value and power of literacy achievement and using computer technology.

Maria, who is a freshman in high school, wants to be an engineer. She is uncertain of what type of engineering she wants to study but knows that the job requires a solid education. She didn't always care about school: "I found any excuse to skip classes in eighth grade." One day, as she passed the technology center on the way home from school, a staff person invited her in and began teaching her computer basics. Maria kept coming back. According to Maria, she had used computers only a few times a year at school because use is very restricted. The technology center is really the only place she can use computers. "Here [at the technology center] they are understanding about mistakes and [it] is a fun place to come and learn.... Now I have a place to come after school and on weekends that is safe and interesting. There is nothing else for kids to do in this neighborhood." As she learned more about computers, she became more interested in school and began coming to the technology center every day to do her homework. Last summer, the staff helped her get into a youth employment program so that she

could work at the technology center. They offered her an after-school job in the fall. She said: "I use the Internet to look up things engineers need to know about science. I might e-mail an engineer to find out more about it. I am using what I learn here to become an engineer. I even use the computers to practice my math homework. This experience will help me in the future. I am more interested in school, and the computers and staff help me study."

ALASKA NATIVE/HAWAIIAN EXCHANGE

SUMMARY

This new program is authorized to provide grants to educational and cultural institutions to continue the strong connections among the whaling cultures of Alaska, Hawaii and Massachusetts. These grants would support educational programs to educate school children and their parents about historic and contemporary cultural and trading ties which continue to link these diverse cultures.

Activities would include the development and implementation of educational programs, including programs using modern technology to link participants, cultural exchanges of elders, students, parents and teachers, sharing of collections among cultural institutions, and internships and apprentice programs.

EXCELLENCE IN ECONOMIC EDUCATION

SUMMARY

The new Excellence in Economic Education Program provides support in conjunction with the National Council on Economic Education to increase student knowledge and achievement in economics. The amendment builds the capacity of the National Council on Economic Education to strengthen and expand its nationwide economic network to support and promote teacher training, and develop and disseminate classroom materials.

NATIONAL NEED AND IMPACT

A 1999 survey by the National Council on Economic Education found that 96 percent of adults would like economics taught in school. The study of economics fosters higher math skills in students while helping them understand the economic forces around them that shape global markets. Students also gain familiarity with financial terms that can prepare them to budget and manage their personal finances. Despite these benefits, currently only about a quarter of states across the country require students to take an economics course to graduate high school.

Schools that do choose to incorporate economics their curriculum are hindered by a lack of resources and appropriate didactic materials. As more states begin to include economics education in the curriculum, the work of the Council becomes increasingly important. The classroom activities developed by the Council make learning economics interesting and relevant. One game, the “stock market game,” helps students practice math functions while they are gaining an understanding of financial markets. Contextualized lessons such as these increase learning by relating basic skills to real world situations.

SCHOOLS AND MENTAL HEALTH SYSTEMS

SUMMARY

The Conference Report authorizes the **Integration of Schools and Mental Health Systems Program**. The program increases student access to mental health services by developing links between school districts and local mental health systems. The goals are to improve preventive, diagnostic, and treatment services available to students; provide crisis intervention and appropriate referrals for students in need of continuing mental health services; and educate parents, teachers, administrators, and other school personnel about the available services.

Grant recipients would establish an agreement among the school districts, mental health agencies, juvenile justice authorities, and any other relevant entities to better coordinate mental health services to:

- Improve preventive, diagnostic, and treatment services available to students;
- Provide crisis intervention services and appropriate referrals for students in need of mental health services and ongoing treatment; and
- Educate teachers, principals, administrators, and other school personnel about the available services.

The Conference Report also authorizes **Foundations of Learning**. Under the program, local communities would establish partnerships to provide extra services to children aged 0-7 whose development is at risk due to poverty, parental depression and substance abuse, abuse and neglect, exposure to violence, homelessness, or low birth weight. Funds will focus on children who have cognitive deficits, developmental disabilities or those who demonstrate early behavioral and peer relationship problems to ensure all children enter school socially and emotionally ready to learn.

NATIONAL NEED

The 2000 Census found 11.6 million children in the U.S., or 16 percent of the nation's children, live in poverty. Despite the importance of the early years in a person's development, investment in young children is the lowest among all age groups. Children 0-6 today are the poorest members of our society and are more likely to be living in poverty today than 25 years ago. Yet, by investing a dollar on pre-school intervention, society saves \$7.

Investment in safeguarding children's mental health is timely. The World Health Organization reports that by the year 2020, childhood mental health disorders will rise above 50 percent to become one of the five most common causes of childhood death and disability. In the

U.S., an estimated 15 percent of students are bullies or victims of bullying. This group is also believed to suffer from anxiety, depression, loneliness, and negative attitudes toward school. Schools however, have inadequate resources to address these issues. Few schools, for example, meet the American Counseling Association's recommended maximum student-counselor ratio of 250 to 1.

When schools provide mental health services, the entire school community benefits. In Florida, schools with mental health services saw their discipline referrals drop 60 percent in 2 years and suspension by 30 percent. A long-term study in California and Minnesota showed that strengthening mental health services to schools affected drop-out and delinquency rates by over 30 percent.

ARTS IN EDUCATION

SUMMARY

The Conference Report strengthens the arts education program that has funded research, created model arts education assessments based on standards, developed and implemented a curriculum for arts education, developed model pre-service and in-service professional development programs for art educators and support staff, and supported the collaborative activities with other federal agencies or institutions such as the National Endowment for the Arts, the Institute of Museum and Library Science, the Kennedy Center, Very Special Arts (VSA) and the National Gallery of Art.

VSA arts delivers services through a network of organizations in 47 states and over 1,000 sites across the country. VSA Arts serves over 5 million individuals of all ages with disabilities, but most particularly school-aged students eligible to participate in special education. The programs supported under this program allow those students with disabilities to express themselves through creative and performing arts. Their families and their teachers share their sense of accomplishment and pride.

NATIONAL NEED AND IMPACT

The arts have consistently proven to be a fundamental way to improve teaching and learning. Music, art, theater, creative writing, and dance programs expand the way students receive and retain information, thereby meeting the different ways in which students learn. Research has shown that arts programs such as music enhance the brain's capacity to process information schematically, a skill necessary to excel in reading, math, and language.

Forty-three percent of public schools provide music instruction to their eighth graders three to four times a week. A majority (52%) have their eighth graders attending arts classes at least three times a week. Over three quarters of schools in a national survey did not offer any instruction whatsoever in theater or dance.

In FY2001, some 11.2 million individuals, including audience and festival attendees and website hits, were touched with Arts in Education funding.

MASSACHUSETTS NEED AND IMPACT

In the 1994-1995 school year, most Massachusetts districts offered instruction in music and visual arts in grades 1-4 and made these subjects part of the mandatory curriculum. Almost half of all districts provided music or visual arts in middle schools (grades 5-8) as a requirement. Theater and dance instruction were not offered in virtually any elementary or middle school. At the high school level, a third of schools offered theater as an elective.

EXEMPLARY PROGRAMS

The **Boston Music Collaborative**, comprised of WGBH public broadcasting, the Boston Symphony and the New England Conservatory, partnered with Boston Public Schools to reinvigorate music in the city's schools. The collaborative's goal is to integrate music in the overall curriculum and to develop a model that can be replicated nation-wide. The collaborative has worked in 5 schools and has reached 5,000 students. In one lesson, a former president of the New England Conservatory, Larry Lesser, used his cello to explain physics. One observer noted the children were "spellbound" by the class.

Shakespeare & Company, based in **Lenox, Massachusetts**, is one of the most extensive arts-in-education programs in the northeast, reaching more than 40,000 students and teachers each year. The theater group presents innovative workshops and residencies based on social issues that challenge students to think critically. Project Zero, of Harvard University's Graduate School of Education, recently completed a two-year study of two aspects of the Shakespeare & Company Education Program. Their report not only confirms the myriad of benefits for participants of these programs, but articulates for all of us the multiple educational values of this kind of arts program in schools.

PARENTAL ASSISTANCE AND FAMILY INFORMATION CENTERS

SUMMARY

Parental Assistance and Family Information Centers (PIRCs) provide direct services to parents that increase their knowledge and confidence in child-rearing activities. Many parents receive assistance from their state PIRC through conferences or workshops. Parents also have access to parent hotlines, lending libraries, and support groups. Outreach is performed through newsletters, websites, referral networks, and toll-free numbers. PIRCs work to strengthen partnerships between parents and educational professionals to meet the learning and developmental needs of pre-school and school aged children. PIRCs also play a role in building the relationships parents develop with teachers and schools.

PIRCs place an emphasis on assisting parents who are low-income and or limited English proficient. Each year, PIRCs must designate at least 50 percent of their funds to serving areas with a high concentration of low-income families and communities of color.

NATIONAL NEED AND IMPACT

11.6 million, or 16 percent, of the nation's children live below the poverty line. Since last year, the number of full-time working families with poor children has risen. PIRCs can help these disadvantaged families receive the services they require. From 1999-2000 over 1.5 million low-income and minority parents found the assistance they needed from a PIRC in their state. In FY2001, nineteen states and territories received new grant money to establish parent centers.

MASSACHUSETTS NEED AND IMPACT

In FY2001, Massachusetts received over \$680,000 to support parent information resource centers. The organizations help parents across the state through advocacy, training, and outreach activities. Over a million LEP parents, 2 million minority parents, and 3 million low-income parents received services last year.

EXEMPLARY PROGRAMS

This past year, the **Iowa Parent Information Resource Center (IPIRC)** received over \$400,000 in grant money from the federal government. Based in Iowa City, IPIRC provides assistance to parents across the state and has recently put into place an innovative workshop program for parents and educators to be trained together on how to build remarkable family-school partnerships. The IPIRC program is the only one its kind in the nation and training participants are eligible for graduate and undergraduate credit.

The Federation for Children with Special Needs operates **Parents' Place in Roxbury, Massachusetts** and is committed to helping under-served parents become actively involved in

their child's education. The targeted families are mainly limited English proficient, African-American, Latino, Asian, and first-generation immigrant Brazilians. The center serves communities across the state, from Boston Public Schools to rural areas in western Massachusetts. Parents' Place works with schools, the Massachusetts PTA, and other community-based organizations to teach parents how to get involved in their child's education both in school and in the home. Workshops held in such community centers as schools and churches explain education reform and the American school system to the immigrant parents. In 2000, 6,773 families received direct services through Parents' Place. Of those families, 33 percent were African-American and 34 percent were Hispanic or Latino. In addition to providing services to families, schools received benefits. In 2000, direct or indirect services were provided to 50 day care centers, 68 preschools, 1,013 elementary schools, 275 middle schools and 221 high schools. Of those schools served 1,134 are Title I schools. A newsletter published in multiple languages reaches 30,000 families. A recent public ad campaign responded to parents' questions about the state standardized test and the implications it has for their child.

Urban Pride is a community-based family support resource center in **Boston, Massachusetts** that provides a range of information, training, and support services to culturally diverse families who have children and young adults with special needs. Urban Pride helps families prepare for and participate in Individual Education Program (IEP) planning, conducts parent-to-parent workshops, provides families with information about community resources, and serves as an advocate for children and young adults with disabilities. Additionally, Urban Pride has established partnerships with community organizations to assist them in providing services to families. In FY2001 Urban Pride received \$100,000 to provide services to over 500 families and develop partnerships with community organizations that serve culturally diverse families. Parents of children and young adults with special needs have reported that they have become better advocates for their children and have developed their understanding of the IEP process. Community organizations involved with Urban Pride reported increased ability to serve families in the community through utilizing services offered through Urban Pride.

DOMESTIC VIOLENCE WITNESS

SUMMARY

The Conference Report authorizes the Domestic Violence Witness Program. The program authorizes grants to elementary and secondary schools to provide training to school administrators, faculty and staff to provide educational programming for students, provide support services to strengthen and develop prevention and intervention strategies for students and school personnel, and develop and implement school policies for identification and referral procedures for students who are expecting or witnessing domestic violence.

NATIONAL NEED AND IMPACT

An estimated 10 million children across the nation witness physical abuse between their parents each year. In two-thirds of the cases children are exposed to repeated violence between parents. Up to an approximate 70 percent of children exposed to marital violence also are victims of physical child abuse.

Domestic violence affects more than a child's emotional and physical well-being. It has been linked to a greater likelihood to engage in serious, violent and chronic juvenile delinquency. A 1999 study from the Office of Victims of Crime reports that on average, children who have been abused or neglected commit crimes at an earlier age and commit twice as many crimes and are arrested more frequently than other children. In a comparison of delinquent and non-delinquent youth, it was found that a history of family violence or abuse was the most significant difference between the two groups.

In school, witnessing and experiencing family violence inhibits children's ability to learn. Children from such families have higher incidences of impaired concentration, poor attendance, being labeled as underachieving, and having difficulties in cognitive and academic functioning.

MASSACHUSETTS NEED AND IMPACT

The Massachusetts Office for Victim Assistance recorded that court-assigned advocates assisted 5,752 victims over 13,700 times in 1999. Approximately 54 percent of clients of certified Batterers Intervention Programs in Massachusetts have children.

HEALTHY HIGH PERFORMANCE SCHOOLS

SUMMARY

This amendment requires the Secretary of Education to conduct a study to explore the health and learning impacts of sick and dilapidated public school buildings on children that have attended or are attending such schools.

The study shall include the characteristics of public elementary and secondary school buildings that contribute to unhealthy school environments; the health and learning impacts of environmental unhealthy public school buildings on students that are attending or that have attended such schools; and recommendations to Congress on how to assist schools that are out of compliance with Federal or State health and safety codes, and a cost estimate of bringing up environmentally unhealthy public school buildings to minimum Federal health and safety building standards.

This amendment authorizes a grant program to states to make elementary and secondary schools more healthy, productive, energy-efficient, and environmentally sound.

Specifically, states would be able to use funds at the state-level to:

- Distribute information and materials to clearly define and promote the development of healthy, high performance schools;
- Organize and conduct programs for school board members, school district personnel, architects, engineers, and others to advance the concepts of healthy, high performance school buildings; and,
- Collect and monitor information pertaining to the high performance school building projects.

States would be able to use remaining funds to provide sub-grants to local school districts to:

- Plan and prepare for healthy, high performance school building projects that achieve energy-efficiency and environmentally healthy schools in new school construction and renovation projects, which are in compliance with Federal and State codes.

CAPITAL EXPENSES

SUMMARY

The Capital Expenses program makes financial assistance available to school districts to pay for the non-instructional costs, incurred since July 1, 1985, associated with providing equitable Title I services to private school students as a result of the *Aguilar vs. Felton* decision. In that decision, the U.S. Supreme Court concluded that using Title I funds to pay public school personnel to provide instruction in religiously affiliated schools was unconstitutional.

On June 23, 1997, the U.S. Supreme Court issued its decision in *Agostini vs. Felton*. This decision expressly overruled the 1985 decision in *Aguilar vs. Felton*, which permitted that Title I services to be provided by public school employees in religiously affiliated schools. Because many school districts continue to incur capital expenses, school districts are allowed to continue to use capital expense funds for activities such as rental of classroom space in neutral sites, rental or purchase of mobile vans for Title I instruction, transportation of private school students to public schools or neutral sites, and non-instructional aides.

Capital expenses are defined as expenditures for non-instructional goods and services, such as the purchase or lease of real and personal property, including mobile educational units and leasing of neutral sites or spaces; insurance and maintenance costs; transportation; other comparable goods and services; and buying out leases for mobile vans or neutral sites or for other costs relating to terminating arrangements for providing Title I services to private school children outside the private school.

Funds for capital expenses are authorized through Title V, Part D of H.R. 1 as part of the Fund for the Improvement of Education.

WOMEN'S EDUCATIONAL EQUITY ACT

SUMMARY

The Women's Educational Equity Act (WEEA) is the only federal education program dedicated to women and girls. Since its inception in 1974 WEEA has provided resources to combat sex discrimination and has funded over 700 local programs. It also has provided materials and tools to help schools comply with Title IX, the anti-sex discrimination provision of the Civil Rights Act of 1964.

The Conference Report strengthens WEEA by providing research, development, and dissemination of curricular materials; guidance and testing activities; and other projects to address the gender gap in education. Through an 800 number, e-mail, and a web site, the WEEA Publishing Center makes these materials and models widely available at low cost to teachers, administrators, and parents.

NATIONAL NEED AND IMPACT

Evidence suggests that the gender gap is closing. The disparity in academic achievement in math and science has narrowed between boys and girls, and women now slightly outnumber men in college. However, difference persist that continue to disadvantage females. Researcher Diane Rothenberg has noted several ways in which girls are shortchanged in the classroom. Girls receive less attention from their teachers. Rothenberg has approximated that 70 percent of teachers' interactions with students are with boys. For example, teachers tend to call on boys more often. Male students also receive more detailed and constructive feedback on assignments than their female classmates. In discipline issues, teachers tend to behave more tolerantly towards boys than girls.

Such uneven treatment detrimentally affects girls' performance in and out of the classroom. The Harvard Project on Women's Psychology and Girls' Development has noted that girls have strong self-images in elementary school. But, by age 12, girls' self-confidence, body image, and school performance have sharply declined. The same drops are not mirrored in adolescent boys. Girls are also more likely to attempt suicide and experience depression than boys. In high school, males still score higher on college admissions exams, and standardized tests continue to reinforce traditional gender roles.

Beyond these academic differences, girls face other gender-specific issues in school. Eighty-five percent of girls have experienced some form of sexual harassment by the time they graduate high school. The first incidence is most likely to occur between 6th and 9th grades, but rarely do girls report these incidents to an adult.

The gender gap goes on after girls graduate from high school. Men still choose careers in math, science, and engineering at higher rates than women. Men are also more likely to have

higher salaries. After controlling for differences between men and women in age, education, and job experience, the wage gap is about 12 to 13 percent.

In FY2001, approximately 3,500 students benefitted from the Women's Educational Equity Program.

MASSACHUSETTS NEED AND IMPACT

In Massachusetts, female teenagers are faring better than their peers nationally. While the annual dropout rate for girls is 4 percent, it was 3 percent in Massachusetts in the 1998-1999 school year. The greater tendency for boys in Massachusetts to dropout versus females is consistent with previous school years. The teen pregnancy rate for girls aged 15-19 (8 percent), also falls below the national average (10 percent).

Federal funding benefitted 119 girls in Massachusetts public schools in FY2001.

EXEMPLARY PROGRAMS

The **Women's Educational Equity Program in Cambridge, Massachusetts** is helping 45 girls improve their self-esteem and academic achievement through after-school programming. Students in fifth to eighth grade are paired with a big sister. The mainly low-income, minority "little sisters" receive important reinforcement from having role models that come from their same backgrounds. The students' identity and writing skills are also developed through a journal and creative writing workshop. The young writers are asked to focus on issues that girls face in school. Furthermore, their leadership potential is fostered through partnerships with women's non-profit advocacy groups. This is the third year the program has operated in Cambridge, and the experience has been so positive that some participants have returned to serve as big sisters.

In **San Mateo County, California**, encouraging girls to attend college is the primary focus of the Women's Educational Equity program. The goal is particularly important since most participants come from families where no one has yet graduated from college. Ninety-eight percent of the participants are Latina and come from low-income, low-performing schools. The program works with 50 fifth-grade girls and their mothers each year. The mothers receive guidance on becoming active participants in their child's education both at home and at school. The girls are taken on trips to visit local colleges, where they attend classes and meet students and professors. The girls also choose a volunteer project as program participants. They then discuss their experience during Leadership Day, an occasion set aside to celebrate the participants' accomplishments. This is only the third year of the program's existence. However, the program has already had an affect on the mothers that participate. Some are now improving their education by attending such classes as English as a Second Language and computer instruction. Two women have enrolled in their local community college.

TITLE VI: FLEXIBILITY AND ACCOUNTABILITY

SUMMARY

The Conference Agreement grants states and school districts certain flexibility in spending their federal funds. The Conference Report outlines:

- **State and Local Transferability.** Under these new provisions, States may transfer up to 50% of their state activities funds from 21st Century Community Learning Centers, Teacher Quality, Safe and Drug Free, and Innovative Programs into any of the above-listed programs or Title I to support other federal programs.
- **State and Local Flexibility.** Conferees have also agreed to grant up to 150 school districts the authority to consolidate funds under Safe and Drug-Free Schools, Teacher Quality, Title IV-A Block grant, or Innovative Education programs to support any reform effort authorized under ESEA. If districts do not make AYP for two consecutive years, the Secretary will terminate their flexibility authority.

Up to 7 States will be eligible to receive limited flexibility authority. States may apply to consolidate state administration and state activity funds under the Teacher Quality, Technology, Safe and Drug-Free, After-School, Title IV-A Block Grant, and Even Start programs to support statewide reforms authorized under ESEA. States could also include State administrative funds under Title I in their consolidation.

States may only participate in this demonstration program if a least 4 school districts in the State, half of which must be high poverty, agree to align their own reforms with the state-level reforms. Up to 10 school districts in each of the 7 States may participate in the agreements (for a total of 70 districts of the 150 Local Flex Districts).

States must also make AYP for two consecutive years or the Secretary will terminate their flexibility authority.

Title VI also contains important provisions that will ensure that states are held accountable for keeping their standards challenging and rigorous, and making adequate yearly progress for all students. The Conference Report outlines the use of:

- **NAEP:** All States will participate in the State assessment under the National Assessment for Educational Progress (NAEP) by administering the 4th and 8th grade State NAEP test in math and reading. The NAEP will provide an important benchmark to confirm a State's progress, and ensure that States do not set low standards for students. States will not be sanctioned for not making gains on NAEP, and Congress will authorize \$69 million in ESEA – for a total of \$110 million in FY 2002 – to administer the NAEP.

RURAL EDUCATION

AUTHORIZATION

\$300 million authorized in FY2002 and such sums in succeeding years.

SUMMARY

The Conference Report allows an eligible local education agency to use the applicable funding that the agency is eligible to receive from the State educational agency for a fiscal year, to support local or statewide education reform efforts intended to improve the academic achievement of elementary and secondary schools. The Secretary shall reserve ½ of 1 percent to make awards to elementary or secondary schools operated or supported by the Bureau of Indian Affairs. Should the local educational agency (LEA) fail to meet adequate yearly progress (AYP) for 3 consecutive years, the LEA must use its funds towards activities specified under school improvement under Title I.

NATIONAL NEED

Twenty-seven percent of public elementary and secondary school students (12.8 million) attend school in a rural district or small town. Students in rural areas are at a higher risk for not reaching their full academic potential. Rural areas are disproportionately low-income, and socio-economic status has proven repeatedly to influence educational attainment. Research has also found that low-income students are twice as likely than the national average to drop out of school. In addition to socio-economic status, the parents' level of education is a strong predictor of a child's academic success. Children whose parents have attended college are more likely to finish college themselves. Students in rural areas are again at a disadvantage in this respect. Students in urban areas are 1.5 times more likely than rural students to have a parent with bachelor's degree.

While there are rural education initiatives identified at the state and local level, no Federal education policy focuses on the specific and unique needs of rural school districts and schools. Small school districts often cannot use Federal grant funds distributed by formula because the formula allocation does not provide enough revenue to carry out the program the grant is intended to fund. Rural schools often cannot compete for Federal funding distributed by competitive grants because the schools lack the personnel needed to prepare grant applications and the resources to hire specialists in the writing of Federal grant proposals. A critical problem for rural school districts involves the hiring and retention of qualified administrators and certified teachers (especially in reading, science, and mathematics). As a result, teachers in rural schools are almost twice as likely to provide instruction in three or more subject areas than teachers in urban schools. Rural schools also face other tough challenges, such as shrinking local tax bases, high transportation costs, aging buildings, limited course offerings, and limited resources.

MASSACHUSETTS NEED

Twenty percent of Massachusetts public schoolchildren (189,598) attend school in a rural district or small town.

TITLE VII: INDIAN, NATIVE HAWAIIAN, NATIVE ALASKAN EDUCATION

AUTHORIZATION

Such sums authorized. (\$526 million appropriated in FY2001 for the Equalization Funds; \$292 million for construction).

SUMMARY

Since 1975 with the enactment of the Indian Self Determination Act, Congress has recognized the responsibility for the education of Indian children. With that responsibility comes the important understanding of the critical role parents, communities and tribes play in the educational process.

This bill recognizes the important role of a quality education for all children, including Native Americans, Alaskan Natives, and Native Hawaiians. The Conference Agreement:

- **Continues the Congressional commitment to strong Indian education programs.** Congress reaffirms the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. Through this bill the government provides resources, strategies a structure that will enable tribes and local communities to participate in quality educational programs.
- **Contains strong language to improve the access of all Indian children to a high quality education.** Language in this new bill mandates that all BIA schools must begin the accreditation process. While many schools have been teaching to state standards for years, all BIA schools must now show progress towards achieving regional or national accreditation standards.
- **Recognizes the role of tribal organizations in Indian education.** New explicit language reaffirms the important role of tribes in Indian education. This bill also authorizes a study on the desirability and feasibility of establishing a tribal accreditation agency that would review accreditation standards for Bureau funded schools.

NATIONAL NEED AND IMPACT

Through Title IX of the Improving America's School Act, 1,263 schools in 41 states received funding to serve Native American children in FY2001. Approximately 463,000 of the 600,000 school-aged Native American students in this country benefitted last year. Funding from the Bureau of Indian Affairs (BIA) supported 185 schools in 23 states, affecting 500,000 pupils. Twenty-two early childhood programs and 28 tribal colleges on reservations were also supported by BIA monies.

Education access is still a great need among Native American populations. Census data from 1990 reveals that average incomes and educational attainment of Native Americans are far below the national average. Beyond addressing these inequalities, there is a historic collective responsibility to serve Native Americans.

MASSACHUSETTS NEED AND IMPACT

According to most recent figures, there are over 2,700 Native American children aged 5-18 living in Massachusetts. In FY2001, Massachusetts received \$67,377 which allowed school districts to create programs for 230 Native American students.

EXEMPLARY PROGRAMS

With the help of federal funds, **Minneapolis Public Schools in Minnesota** has been able to help raise achievement of Native American students closer to the district average. Local educational agencies have worked with the state of Minnesota to devise a curriculum that includes Native American culture and history. Minneapolis schools have also expanded involvement of elders in language and support programs. These reforms have contributed to a higher passing rate on district math and reading tests among Native American students. At the same time, the drop-out rate for this group has decreased.

Federal funding has been essential for **Mashpee Public Schools in Massachusetts**. Before the arrival of Indian Education funds, the district had no programs to recognize the needs of their Native American students. Mashpee's Indian Education Program Coordinator, Joan Avanttares, has seen the impact federal funding has had on the students over her 18 years at Mashpee. She credits the program for "saving" its students. Native American history is now incorporated in the schools' curricula. The program serves 140 to 145 students in grades K-12. Program funding has strengthened students' indigenous identity and the value their families place on education. A tutoring program has been implemented that has improved students' grades and discouraged school drop-out.

TITLE VIII: IMPACT AID

SUMMARY

Impact Aid supports local educational agencies serving children who live on Indian lands or on federally non-taxable lands. Children whose parents work for the military or on federal property are also served under this program. The Conference Agreement modifies the formula. Federal property school districts that lose funding due to eligible federal property shifting to the private sector will now receive a guaranteed minimum payment. This provision ensures that districts which transfer to the private sector continue to be financially viable. For one year, an affected district will receive 90 percent of its funds, allowing them time to adjust to the loss of the federal property.

NATIONAL NEED AND IMPACT

There are nearly 1.4 million children eligible for Impact Aid assistance. However, funding actually affects a much larger population. Schools that serve federally-connected children have student populations exceeding 15 million students.

MASSACHUSETTS NEED AND IMPACT

In FY2001, Massachusetts received an estimated \$75,000 in payments for children with disabilities and \$1,8 million in basic support payments.

EXEMPLARY PROGRAMS

The **Lame Deer Public School** on the Northern Cheyenne reservation in **Montana** enrolls 530 students. With federal funds, the school founded a counseling center to assist students cultural, personal, and academic concerns. Students may go to the center to receive drug and alcohol abuse recovery and prevention services. Mentoring is also provided by elders. Unexcused absences have dropped from 85 to 11. Reports of disruptive behavior decreased from 184 to 2. Fifty-two students took advantage of in-depth counseling at the center and 273 students received specialized counseling services.

A majority of students at **Chesterton Elementary School** in **San Diego, California** come from military families. The school offers after-school reading tutorials and homework help to its students. Both programs are funded partially with Impact Aid funds. Every year, approximately 200 first to fifth graders receive academic assistance through one of the two after-school programs. There is evidence that students' reading ability has improved. Since the after-school reading program was established, the school's test scores have shown an upward trend.

TITLE IX: GENERAL PROVISIONS

The Conference Report upholds civil rights protections for all students. No grantee in any federally-funded program under the Act can discriminate on the basis of race, color, religion, sex, national origin, or disability. This provision is essential to achieving equal opportunity for all students.

The Conference Report also requires states to establish a policy for students attending a persistently dangerous public elementary and secondary school or a student who becomes a victim of a violent criminal offense to be able to transfer to another public school. The state determines the definition of persistently dangerous.

McKINNEY-VENTO HOMELESS EDUCATION

AUTHORIZATION

\$70 million authorized in FY2002 and such sums for the succeeding 5 years. (\$35 million appropriated in FY2001).

SUMMARY

In 1987, the Stewart B. McKinney Homeless Assistance Act was expanded to include the Education for Homeless Children and Youth program to address the issues faced by the rising population of the homeless. It also aims to break the cycle of homelessness by ensuring that homeless children have better access to education. The McKinney program has played a major role in removing barriers to the enrollment and attendance in school of homeless children and youth. Almost all states have revised their laws, regulations, and policies to improve the access to education for homeless students. Twenty-seven states changed residency laws or regulations. Almost all state coordinators report either that all students can enroll without school records or that they have made special allowances to expedite their records transfer. Thirty-five states eliminated the barriers of immunization and guardianship requirements. The Conference Agreement:

- **Increases the Small State Minimum.** Under current law, the small state funding minimum is \$100,000. Many small states found that \$100,000 was not adequate funding to ensure that they could carry out the programs required under the Homeless Education Program. The funding formula has been changed for small states so that they receive 1/4 of one percent, or \$150,000, whichever is greater. All states will be held harmless at FY2001 funding levels.
- **Ensures Immediate Enrollment.** Many public schools enroll homeless students in school, but do not allow them to attend class until complete paperwork is provided, such as proof of residency, previous academic records, birth certificates, and other documentation. Schools are now required to enroll students immediately, and the school liaison must assist parents/guardians in obtaining immunization and other records. The terms "enroll" and "enrollment" are defined to ensure that a student is actually attending school.
- **Eliminates Transportation Barriers.** Lack of transportation is one of the largest barriers to enrollment and success in school for students in homeless situations. The bill requires the state plan to contain assurances that the state and school districts will adopt policies and practices to ensure that transportation is provided to and from the school of origin.
- **Ensures Federal Funds Do Not Support New Segregated Schools for Homeless Children.** Current law allows states to run separate school facilities that are meant to

house homeless children on a temporary basis until they can be enrolled in a permanent public school. The reauthorization bill prohibits states from using federal program funds for separate schools (unless that school was operated in FY2000 in four specific counties).

- **Requires States to Gather Data on Homeless Children.** Current law states that the Office of the Coordinator should, to the extent possible, gather data on homeless students. The new bill now requires the coordinator to collect data and to report problems homeless students have within their state in gaining access to public schools.

NATIONAL NEED AND IMPACT

At least 1.35 million children are homeless during a year's time, representing 39 percent of the overall homeless population. Over 40 percent of homeless children are under the age of five.

In the classroom, homeless children face significant challenges. They are four times as likely to have developmental delays, twice as likely to have learning disabilities, and three times as likely to have emotional and behavioral problems which present barriers to their academic success. Homeless children are twice as likely to repeat a grade, due most often to frequent absences and moves to new schools. Although homeless children are more in need of special education services, they receive less, with only 9 percent receiving special education services, compared to 24 percent of other children. Without separate funding for this national program, it is unlikely that substantial numbers of these children and their unique problems would be addressed.

According to the National Coalition for the Homeless, federal funding was sufficient to educate approximately 28 percent of those children identified as homeless in this country in the 99-00 school year. In 2000, 88 percent of homeless children and youth were enrolled in school, up from an estimated 57 percent in 1987. Through participation in the program, states are focusing on reducing the barriers homeless children face in enrolling and attending school on a regular basis.

MASSACHUSETTS NEED AND IMPACT

In Massachusetts, 3,000 homeless children were served out of 13,500 school-aged homeless students in 1997. Between 1989 and 1999, there was a 110 percent increase for a total of approximately 20,000 homeless children in Massachusetts.

The McKinney Homeless Education Program provided \$500,000 to Massachusetts in FY2001. With the help of this funding, 15 school districts were able to establish programs that 2,400 homeless children. Programs were designed to increase attendance, enrollment, and overall academic success of homeless children. The authorized level of \$70 million for FY2002 would increase funding by \$147,000 to \$647,000.

EXEMPLARY PROGRAMS

The community of **Salisbury, Massachusetts** has a transiency rate of 30 percent. The Salisbury Elementary School estimates that a quarter of its students are homeless. The school has used McKinney funds to start an after-school peer tutoring program called Partners in Progress. Because of the children's high mobility, tracking their academic improvement with traditional indicators, such as test scores, is difficult. However, these students exhibit greater homework completion rates and classroom participation. Additionally, students report gaining higher self-esteem because of Partners in Progress. Because of McKinney funds, the school has been able to provide more field trips for children and organize conflict resolution classes. A student named Kenny, who was tutored by a retired General Electric executive, grew very close to his tutor, who helped him with his homework, and rewarded him with reading sports magazines with him, which turned out to be helpful as well with the student's reading. The tutor also was able to engage Kenny in reading library books. His teacher reported that he became more attentive and much more willing to participate over the course of the year. She found that he was doing his homework more often, and the quality of his work was better as well. From October to May, Kenny progressed from a grade level of 3.6 to one of 4.9 with the help of this program.

The **Framingham Public School System** in **Massachusetts** received a \$39,000 McKinney Homeless education grant in FY2001. Funds were used to establish an after-school program for homeless children in kindergarten through fifth grade for the 2000-2001 school year. Transportation was also provided to the eighty children that participated in the program. The program consisted of thirty minutes of tutoring followed by an enrichment program. Enrichment programs were designed to expose student to art, music, science, and literature. Formal assessments have not been done on the impact of the program on students. However, classroom teachers report that students performed better on classroom assignments and tests. In addition, they felt that enrichment programs enabled students to participate in experiences that they otherwise would not have had without the program.

In **Wellington, Colorado**, Austin, a 1st grader, had become homeless after his father was arrested for and was placed in prison and his mother lost their housing. The McKinney liaison periodically checked on Austin's progress in his Title I classroom, and he was not doing as well as he should because he didn't know all his letters. At the beginning of January, Austin's liaison began working with him on the alphabet, about a third of which he didn't know. By March, Austin knew all of his letters and his reading improved. His developmental reading assessment level was a scored at level 8 -- by May it was level 10. On the Marie Clay (a literacy assessment test) in October 1999, he score 51 out of 154. In May 2000, he scored 139 out of 154.

Appendix: Charts and Tables

TABLE 1. STATE ESTIMATES OF TOTAL ESEA TITLE I, PART A GRANTS**COLUMN 1 – ACTUAL FY2001 GRANTS (INCLUDING SUPPLEMENTAL APPROPRIATION)****COLUMNS 2-3 – ESTIMATED FY2002 GRANTS AT \$10.35 BILLION:****COLUMN 2 – CURRENT LAW FORMULAS AND FORMULA PROPORTIONS OF H.R. 3061,
AS PASSED BY THE SENATE, 85-95% HOLD HARMLESS****COLUMN 3 – CONFERENCE AGREEMENT FORMULAS AND FORMULA PROPORTIONS OF
H.R. 3061, AS PASSED BY THE SENATE**

	1	2	3
STATES	FY01 ACTUAL GRANTS	FY02 ESTIMATES BASED ON CURRENT LAW AND SENATE APPROPRIATIONS	FY02 ESTIMATES BASED ON CONFERENCE AGREEMENT AND SENATE APPROPRIATIONS
ALABAMA	\$133,799,574	\$156,461,000	\$155,414,000
ALASKA	\$23,064,148	\$28,502,000	\$29,730,000
ARIZONA	\$137,445,740	\$172,744,000	\$172,641,000
ARKANSAS	\$83,257,615	\$96,658,000	\$96,852,000
CALIFORNIA	\$1,155,139,183	\$1,446,387,000	\$1,455,200,000
COLORADO	\$78,582,595	\$100,433,000	\$96,787,000
CONNECTICUT	\$83,812,994	\$106,192,000	\$105,909,000
DELAWARE	\$22,220,748	\$26,794,000	\$27,687,000
DISTRICT OF COLUMBIA	\$26,602,647	\$33,675,000	\$34,442,000
FLORIDA	\$400,839,734	\$513,434,000	\$511,102,000
GEORGIA	\$250,866,383	\$311,335,000	\$312,455,000
HAWAII	\$25,773,215	\$33,861,000	\$33,080,000
IDAHO	\$28,557,496	\$32,768,000	\$32,866,000
ILLINOIS	\$357,248,214	\$439,025,000	\$437,343,000
INDIANA	\$128,797,584	\$160,471,000	\$156,453,000
IOWA	\$55,102,714	\$64,695,000	\$61,553,000
KANSAS	\$61,259,673	\$75,748,000	\$73,885,000
KENTUCKY	\$130,624,753	\$150,914,000	\$151,049,000
LOUISIANA	\$191,576,000	\$210,331,000	\$211,369,000
MAINE	\$32,488,539	\$37,469,000	\$37,877,000
MARYLAND	\$124,098,482	\$158,268,000	\$155,744,000
MASSACHUSETTS	\$180,987,023	\$220,721,000	\$220,687,000
MICHIGAN	\$348,305,563	\$410,829,000	\$412,266,000
MINNESOTA	\$95,313,310	\$119,263,000	\$114,590,000
MISSISSIPPI	\$124,800,491	\$130,207,000	\$130,243,000
MISSOURI	\$140,578,687	\$164,479,000	\$161,817,000
MONTANA	\$28,242,684	\$33,579,000	\$34,572,000
NEBRASKA	\$32,935,512	\$38,141,000	\$37,187,000
NEVADA	\$32,381,713	\$43,179,000	\$41,406,000
NEW HAMPSHIRE	\$21,390,479	\$26,918,000	\$26,895,000
NEW JERSEY	\$209,372,261	\$259,552,000	\$256,799,000
NEW MEXICO	\$68,503,891	\$81,305,000	\$81,973,000
NEW YORK	\$822,655,074	\$1,011,778,000	\$1,031,267,000
NORTH CAROLINA	\$172,306,751	\$216,589,000	\$212,064,000
NORTH DAKOTA	\$21,081,381	\$25,610,000	\$26,496,000
OHIO	\$303,890,460	\$342,327,000	\$336,455,000

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H.R. 3061, AS PASSED BY THE SENATE**

	1	2	3
STATES	FY01 ACTUAL GRANTS	FY02 ESTIMATES BASED ON CURRENT LAW AND SENATE APPROPRIATIONS	FY02 ESTIMATES BASED ON CONFERENCE AGREEMENT AND SENATE APPROPRIATIONS
OKLAHOMA	\$101,343,518	\$121,233,000	\$120,892,000
OREGON	\$76,714,311	\$95,509,000	\$93,796,000
PENNSYLVANIA	\$346,293,427	\$404,212,000	\$402,313,000
PUERTO RICO	\$267,301,458	\$308,071,000	\$332,465,000
RHODE ISLAND	\$27,057,169	\$53,866,000	\$34,349,000
SOUTH CAROLINA	\$112,033,252	\$137,697,000	\$137,368,000
SOUTH DAKOTA	\$21,251,082	\$25,846,000	\$27,405,000
TENNESSEE	\$137,350,755	\$154,852,000	\$151,966,000
TEXAS	\$692,898,811	\$831,831,000	\$832,161,000
UTAH	\$37,418,349	\$47,187,000	\$43,606,000
VERMONT	\$18,015,861	\$22,116,000	\$22,625,000
VIRGINIA	\$138,409,145	\$174,430,000	\$170,395,000
WASHINGTON	\$118,080,391	\$148,257,000	\$143,533,000
WEST VIRGINIA	\$73,751,173	\$79,775,000	\$80,928,000
WISCONSIN	\$129,069,834	\$156,116,000	\$152,638,000
WYOMING	\$19,058,944	\$23,420,000	\$23,865,000
TOTAL	\$8,449,030,790	\$10,244,056,000	\$10,244,061,000

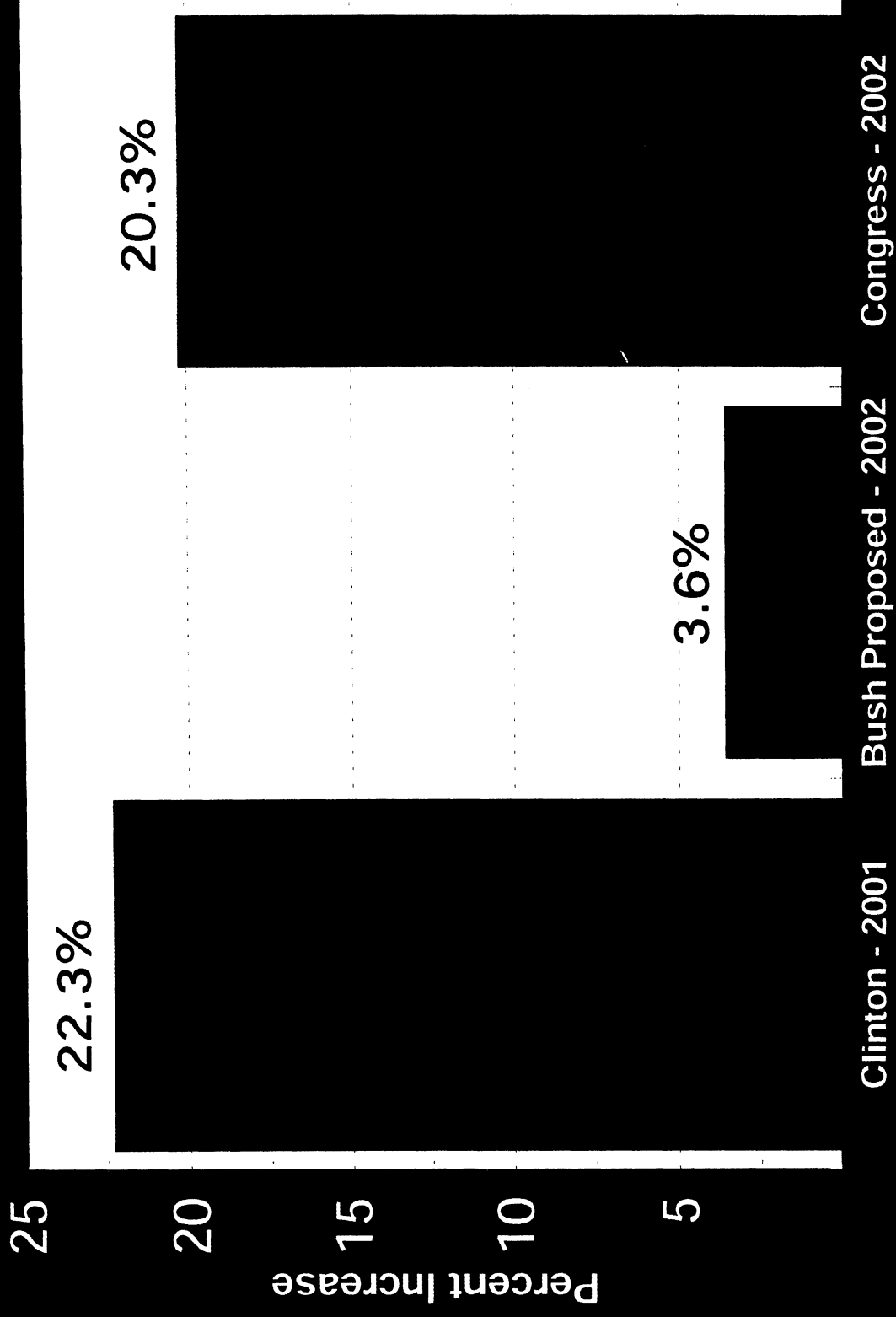
ESTIMATES PREPARED BY CRS, NOVEMBER 30, 2001.

Funding for Key Education Programs

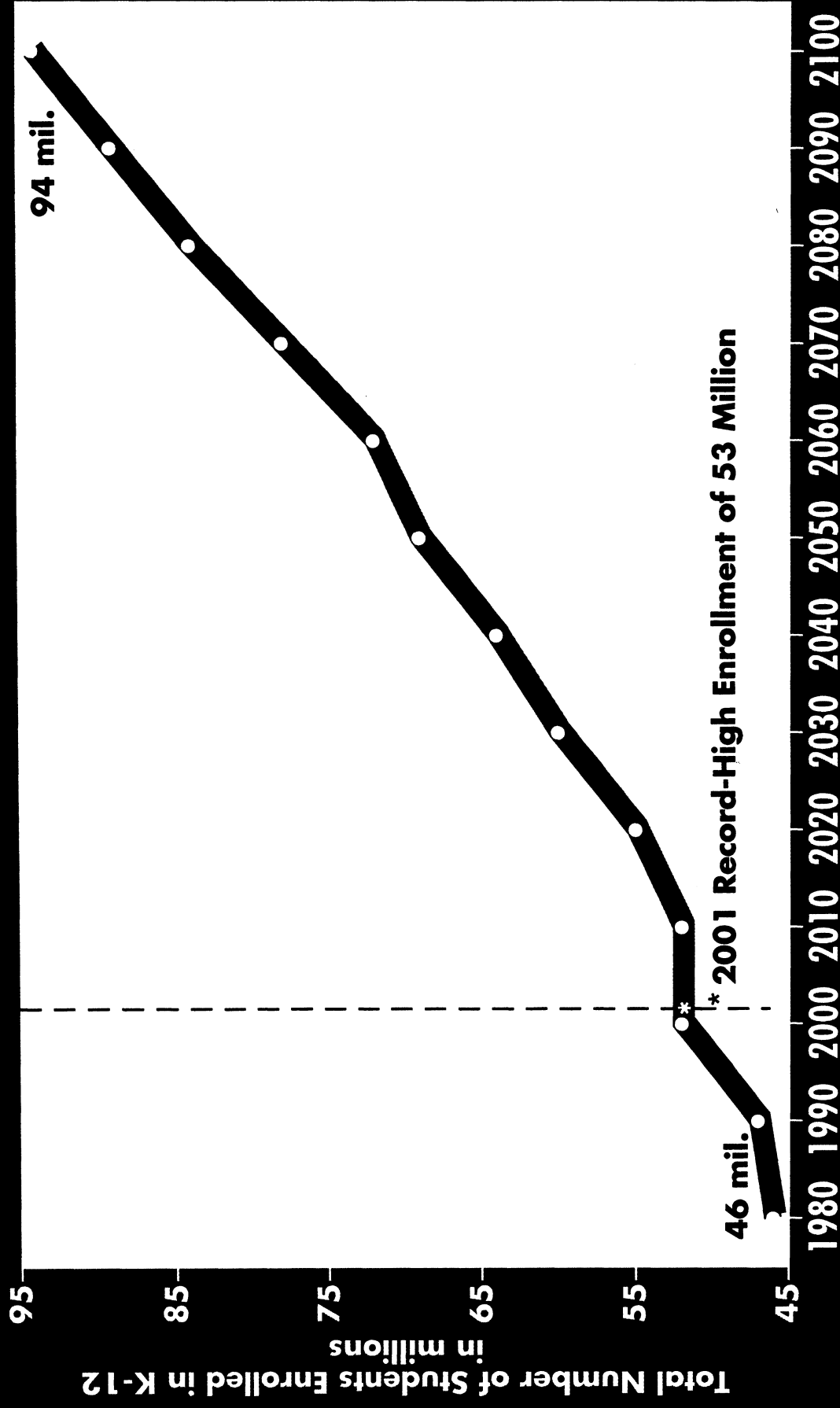
(in millions of dollars)

<u>Program</u>	<u>FY01 Funding</u>	<u>Bush Request</u>	<u>House Approps</u>	<u>Senate Approps</u>	<u>HR 1 Conference</u>
Total, ESEA*	18,516	19,138	\$22,100	\$22,300	\$26,300
Increase over FY 01 (\$)	--	\$622	\$3,600	\$3,700	\$7,784
Increase over FY 01 (%)		3%	19%	20%	42%
Title I	\$8,762	\$9,060	\$10,500	\$10,200	\$13,500
Increase over FY 01	--	\$298	\$1,738	\$1,438	\$4,738
Increase over FY 01 (%)		3%	20%	16%	54%
Teacher Quality	\$2,175	\$2,600	\$3,175	\$3,040	\$3,175
Increase over FY 01	--	\$425	\$1,000	\$865	\$1,000
Increase over FY 01 (%)		20%	46%	40%	46%
Technology	\$872	\$817	\$1,000	\$914	\$1,000
Increase over FY 01	--	-\$55	\$128	\$42	\$128
Increase over FY 01 (%)		-6%	15%	5%	15%
After School	\$846	\$846	\$1,000	\$1,000	\$1,250
Increase over FY 01	--	\$0	\$154	\$154	\$404
Increase over FY 01 (%)		0%	18%	18%	48%
Safe and Drug-Free Schools	\$644	\$644	\$644	\$544	\$650
Increase over FY 01	--	\$0	\$0	-\$100	\$6
Increase over FY 01 (%)		0%	0%	-16%	1%
Reading First	\$286	\$900	\$900	\$705	\$900
Increase over FY 01	--	\$614	\$614	\$419	\$614
Increase over FY 01 (%)		215%	215%	147%	215%
Bilingual and Immigrant	\$460	\$460	\$700	\$600	\$750
Increase over FY 01	--	\$0	\$240	\$140	\$290
Increase over FY 01 (%)		0%	52%	30%	63%

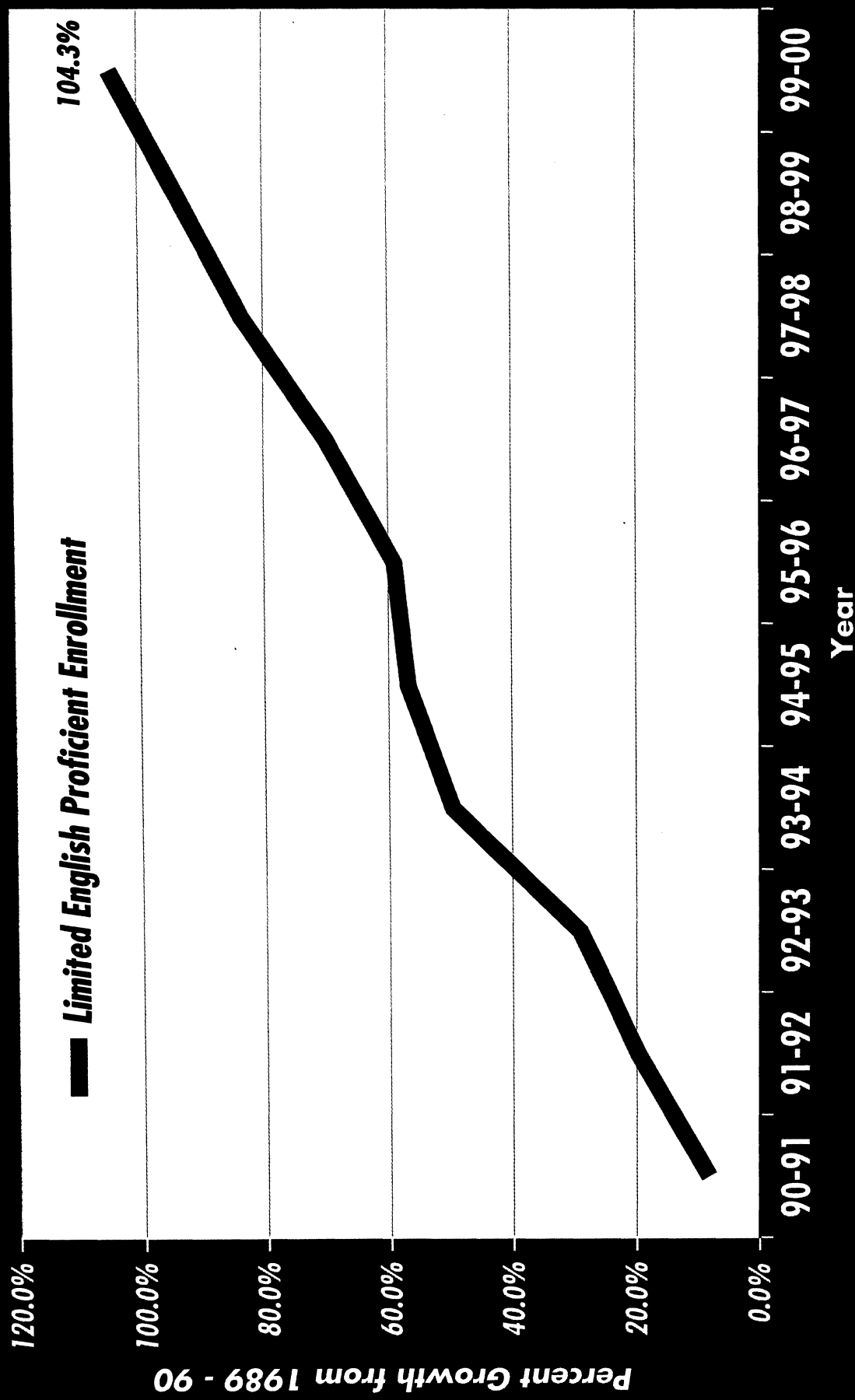
ESEA Budget Increases



K-12 Student Enrollment is at an All-Time High & Will Continue to Rise in This Century



Enrollment Growth of Limited English Proficient Students



Source: Annual Surveys of the States' Limited English Proficient Students and Available Educational Programs and Services, 1990 - 1998.

